ACADEMIC CATALOG | 2021-2022

2021-22 Academic Catalog Addendum

Chamberlain University recommends that applicants and students check www.chamberlain.edu/catalog for the most recent updates to their academic catalog.
May 2020: In response to the COVID-19 pandemic, Chamberlain University modified catalog content to provide academic continuity for its students. Reference the **Academic Catalog Addendum Interim Policies** at www.chamberlain.edu/catalog

REVISED 11.05.21

- P 2: Carla Sanderson's credentials updated.
- P 4: Chamberlain alumni number and reference updated.
- P 21: Arizona State Authorization updated.
- PP 22-25: California, Florida, Georgia, Illinois, Indiana, Louisiana, Maryland, Michigan, Missouri, Nevada, New Jersey, North Carolina, Ohio, Texas and Virginia State Authorizations updated.
- P 29: Academic Calendar updated.
- P 112: Denied Applicants, Phase 2: Clinical Clearance, and HESI Admission Assessment (A2) Testing updated.
- P 123: Advanced Standing by Proficiency Testing updated.
- P 185: Appeal: Virginia Residents Enrolled at a Campus updated.
- P 206: New Jersey Board of Trustees updated.
- P 206: Chamberlain University National Leadership updated.
- P 208: Jacksonville campus administration updated.
- P 216: Cleveland campus administration updated.
- P 218: Tysons Corner campus administration updated.
- P 219: College of Nursing Post-Licensure Leadership & Faculty – Undergraduate administration and faculty updated.
- PP 219-221: College of Nursing Post-Licensure Leadership & Faculty – Graduate administration and faculty updated.

REVISED 10.25.21

- P 48: Psychiatric-Mental Health Nurse Practitioner Specialty Track added.
- P 51: Psychiatric-Mental Health Nurse Practitioner Specialty Track courses added.
- P 56: Additional Adult-Gerontology Specialty Track Information updated.
- P 57: Family Nurse Practitioner Specialty Track updated.
- P 58: Psychiatric-Mental Health Nurse Practitioner Specialty Track updated.
- P 61: Psychiatric-Mental Health Nurse Practitioner Specialty Track Program Details updated.
- PP 68-72: Nursing Certificate Programs Overview updated; AGACNP, AGPCNP and PMHNP certificates added.
- PP 72-73: Nursing Certificate Program Outcomes updated; AGACNP, AGPCNP and PMHNP certificates added.
- PP 77-79: Nursing Certificate Program Details updated; AGACNP, AGPCNP and PMHNP certificates added.
- P 114: Nursing Certificate Programs Admission Requirements updated.
- P 120: Advanced Standing by Transfer of Credit – Graduate Transfer Credit Requirements – Nursing updated.
- P 141: NR-546 course title updated.
- P 143: NR-576 course title updated.

2021-22 Academic Catalog Addendum

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- P 148: NR-668 course title updated.
- P 164: Nursing, Science and Health Professions Coursework; Undergraduate updated.
- P 169: Leave of Absence – Pre-Licensure, MSN-NP Specialty Tracks and NP Graduate Certificate Programs Only updated.
- P 172: Graduation Requirements – Certificate Programs – Post-Baccalaureate and Graduate updated.
- P 186: Tuition & Assistance references updated.
- P 187: Tuition & Assistance for the RN-BSN to MSN – Graduate AGACNP, AGPCNP and PMHNP and references added.
- P 188: Tuition & Assistance for the Master of Science in Nursing Degree Program Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) Specialty Track and references updated.
- PP 189-190: Nursing Certificate Programs Tuition & Assistance and references updated; AGACNP, AGPCNP and PMHNP certificates added.
- PP 191-193: Tuition & Assistance references updated.

REVISED 10.08.21
- P 20: MPH Accreditation updated.
- P 53: MSN Program Overview – Nurse Educator Specialty Track updated.
- P 54: Nurse Educator Courses updated.
- P 72: Specialty Courses for Nursing Education Certificate updated.
- P 82: DNP Practicum Experience Requirements updated.
- P 134: NR-536 Course Description updated.
- P 140: NR-622 Course Description updated.
- P 166: Graduation Requirements: Master of Science in Nursing Degree & Doctor of Nursing Practice Degree updated.
- P 166: Graduation Requirements: Accelerated RN to MSN option and Accelerated RN to MSN with Clinical Nursing Leadership option updated.
- P 167: Graduation Requirements: Certificate Programs – Post-Baccalaureate - Public Health updated.
- P 168: University Learning Competencies added.
- P 181-183: Tuition & Expenses and references updated.
- P 186: Tuition & Expenses and references updated.
- P 189: Tuition & Expenses and references updated.
- P 194: Veterans' Benefits updated.
- P 196: How to Apply for Financial Aid updated.
- P 196: Dependency Status updated.
- P 198: Adtalem Global Education Board of Directors updated.
- P 198: Chamberlain University Board of Trustees updated.
- P 198: New Jersey Board of Trustees updated.

2021-22 Academic Catalog Addendum

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- PP 198-199: Chamberlain University National Leadership updated.
- P 199: College of Nursing Undergraduate/Pre-Licensure Leadership & Faculty – Campus updated.
- PP 199-200: Phoenix campus administration and faculty updated.
- PP 100-202: Jacksonville campus administration and faculty updated.
- P 199: Miramar campus faculty updated.
- P 203: Addison campus faculty updated.
- PP 203-204: Chicago campus administration and faculty updated.
- P 204: Tinley Park campus administration updated.
- P 204: Indianapolis campus administration and faculty updated.
- P 205: Troy campus faculty updated.
- P 206: Las Vegas campus administration and faculty updated.
- PP 207-208: Charlotte campus administration and faculty updated.
- P 208: Cleveland campus faculty updated.
- P 208: Columbus campus administration and faculty updated.
- PP 208-209: Houston campus administration and faculty updated.
- P 209: Irving campus administration and faculty updated.
- P 209: Pearland campus administration updated.
- P 210: San Antonio campus administration and faculty updated.
- P 210: Tysons Corner campus administration updated.
- P 211: College of Nursing Undergraduate/Pre-Licensure Leadership & Faculty – Online administration and faculty updated.
- PP 211-213: College of Nursing Post-Licensure Leadership & Faculty – Graduate administration and faculty updated.

REVISED 08.30.21
- P 25: Lifetime Learning Map MSN Nurse Practitioner Specialty Tracks updated to include Psychiatric-Mental Health Nurse Practitioner (PMHNP).
- P 30: Updated the General Education overview.
- P 38: Clinical Expectations updated.
- P 55: MSN NP updated to include PMHNP Specialty Track.
- PP 57-58: Updated to include PMHNP Specialty Track.
- P 58: Course Registration Requirements for Provisionally Accepted Nurse Practitioner (NP) Students updated.
- P 61: PMHNP Specialty Track Program Details added.
- P 64: Program Details – Accelerated RN to MSN Option and Accelerated RN to MSN with Clinical Nursing Leadership Option updated.
- P 67: Program Details – Accelerated MSN Option and Accelerated MSN with Clinical Nursing Leadership Option updated.

2021-22 Academic Catalog Addendum

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- P 70: Program Details – Post-Baccalaureate Certificate in Leadership Foundations updated.
- P 72: Program Details – Graduate Certificate in Healthcare Policy: With or Without Practicum updated.
- P 72: Program Details – Graduate Certificate in Nursing Education: With or Without Practicum updated.
- P 73: Program Details – Graduate Certificate in Nursing Informatics: With or Without Practicum updated.
- P 73: Program Details – Graduate Certificate in Nursing Leadership: With or Without Practicum updated.
- P 73: Program Details – Graduate Certificate in Population Health: With or Without Practicum updated.
- P 75: Master's Degree Program Practicum updated to include PMHNP Specialty Track.
- P 77: Insurance updated to include Nurse Practitioner Tracks Only content.
- P 107: Provisional Acceptance (NP) updated.
- P 112: Step-Up to Success Seminar content added.
- P 114: Graduate Transfer Credit Requirements – Nursing updated.
- P 114: Graduate Transfer Credit Requirements – Health Professions updated.
- P 115: Residency Requirement updated.
- P 116: UNIV-062 course description removed.
- P 135: NR-546, NR-547 and NR-548 course descriptions added.
- P 139: NR-605 and NR-606 course descriptions added.
- P 142: NR-668 course description added.
- P 166: Master of Science in Nursing Degree & Doctor of Nursing Practice Degree Graduation Requirements updated.
- P 166: Accelerated RN to MSN option and Accelerated RN to MSN with Clinical Nursing Leadership Option Graduation Requirements updated.
- P 166: Certificate Programs – Post-Baccalaureate and Graduate Graduation Requirements updated.
- P 167: Certificate Programs – Post-Baccalaureate - Public Health Graduation Requirements updated.
- P 167: Master of Social Work Degree Graduation Requirements updated.
- PP 176-178: Non-refundable screening fee reference updated.
- P 181: PMHNP Specialty Track Tuition & Expenses and corresponding references added.
- P 188: Application Fee content updated.
- P 197: Chamberlain University General Education Core Leadership & Faculty updated.

REVISED 08.16.21
- P 19: Statement of Ownership updated.
- P 40: Healthcare Compliance Documentation; Immunization Waiver updated.

2021-22 Academic Catalog Addendum

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to their academic catalog.
May 2020: In response to the COVID-19 pandemic, Chamberlain University
modified catalog content to provide academic continuity for its students.
Reference the **Academic Catalog Addendum Interim Policies** at
www.chamberlain.edu/catalog

- P 100: Admission Requirements; English-Language Proficiency updated.
- P 153: Credit Hour Allocation updated.
- P 156: Course Audit updated.
- P 162: Graduation Requirements; Master of Science in Nursing Degree
  & Doctor of Nursing Practice Degree updated.
- P 170: Formal Complaint/Grievance Process; Where to File Complaint updated.
- P 171: Retaliation updated.
- P 192: Chamberlain University National Leadership updated.
- P 193: Chamberlain University General Education Core Leadership & Faculty updated.
- PP 193-194: Phoenix campus administration and faculty updated.
- P 194: Irwindale campus administration and faculty updated.
- P 194: Sacramento campus administration and faculty updated.
- PP 194-195: Jacksonville campus administration and faculty updated.
- P 195: Miramar campus administration and faculty updated.
- P 195: Atlanta campus administration updated.
- P 196: Addison campus administration updated.
- P 198: Tinley Park campus administration and faculty updated.
- P 198: Indianapolis campus administration and faculty updated.
- P 199: New Orleans campus administration and faculty updated.
- P 199: Troy campus administration and faculty updated.
- P 200: St. Louis campus administration and faculty updated.
- P 200: Las Vegas campus faculty updated.
- PP 200-201: North Brunswick campus administration and faculty updated.
- PP 201-202: Charlotte campus administration and faculty updated.
- P 202: Cleveland campus faculty updated.
- P 202: Columbus campus administration and faculty updated.
- PP 202-203: Houston campus administration and faculty updated.
- P 203: Irving campus administration and faculty updated.
- PP 203-204: Pearland campus administration and faculty updated.
- P 204: San Antonio campus administration and faculty updated.
- P 204: Tysons Corner campus administration and faculty updated.
- P 205: College of Nursing Undergraduate/Pre-Licensure Leadership & Faculty –
  Online administration updated.

REVISED 07.19.21

- PP 28-29: Academic Calendar updated.
- P 41: Healthcare Compliance Documentation and references updated.
- P 42: Immunization Waiver additional requirements note added.
- P 68: Number of Nursing Certificate Programs updated to seven.

2021-22 Academic Catalog Addendum

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May 2020: In response to the COVID-19 pandemic, Chamberlain University modified catalog content to provide academic continuity for its students. Reference the **Academic Catalog Addendum Interim Policies** at www.chamberlain.edu/catalog

- P 77: Healthcare Compliance Documentation – Nurse Practitioner (NP) Specialty Tracks additional requirements note added.
- P 83: DNP Practicum Compliance Documentation additional requirements note added.
- P 99: Compliance Documentation – Master of Social Work (MSW) degree program additional requirements note added.
- P 105: Criminal Records content updated.
- P 134: NR-545 Course Descriptions updated.
- P 154: Registration content updated to reflect new information for the My Chamberlain Student Portal.
- P 156: Academic Standard – Grading Scale content updated to reflect new information for the My Chamberlain Student Portal.
- P 163: Student Records & Transcripts content updated to reflect new information for the My Chamberlain Student Portal.
- P 167: Bookstore and Career Services content updated to reflect new information for the My Chamberlain Student Portal.
- P 169: Productivity Tools and Email Account content updated to reflect new information for the My Chamberlain Student Portal.
- P 172: Formal Complaint/Grievance Process content updated.
- P 206: San Antonio campus administration updated.
- P 216: Quick Reference Guide content updated to reflect new information for the My Chamberlain Student Portal.
- All pronouns have been updated to be binary non-specific (e.g., "He/She, Him/Her" have been changed to "Them/Their" and to more general terms like "Students").

REVISED 07.01.21

- P 22: Nevada State Authorization updated.
- P 104: Denied Applicants updated.
- P 127: NR-395, NR-435 and NR-436 course descriptions updated.
- P 155: Prerequisites & Corequisites updated.
- P 166: Perspectives – Student Assistance Program added.
- P 167: Housing updated.
- P 188: Add/Drop Period updated.
- PP 201-202: St. Louis campus administration updated.
- P 214: Chicago campus address updated.

REVISED 06.15.21

- P 29: Academic Calendar updated.
- PP 47, 76 & 80: College of Nursing Technical Standards added.
- PP 88-89: Chamberlain University Technical Standards for Master of Public Health (MPH) Degree Program added.

2021-22 Academic Catalog Addendum

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- P 103: Admission Criteria for the 3-Year Bachelor of Science in Nursing (BSN) Degree Phase 1: Academic Eligibility updated.
- P 113: Advanced Standing by Transfer of Credit September 2020 and Beyond updated.
- P 114: Re-Entry Requirements (Pre-Licensure Programs Only) September 2020 & Beyond
- P 131: NR-509 course description updated.
- P 194: New Jersey Board of Trustees updated.
- P 194: Chamberlain University National Leadership updated.
- PP 195-196: Phoenix campus administration and faculty updated.
- P 196: Irwindale campus administration updated.
- P 196: Jacksonville campus administration updated.
- P 197: Miramar campus administration and faculty updated.
- P 198: Atlanta campus faculty updated.
- P 199: Chicago campus administration updated.
- P 200: Tinley Park campus administration and faculty updated.
- P 200: Indianapolis campus administration updated.
- PP 201-202: St. Louis campus administration and faculty updated.
- P 202: Las Vegas campus administration and faculty updated.
- PP 202-203: North Brunswick campus administration and faculty updated.
- P 203: Charlotte campus administration and faculty updated.
- P 204: Cleveland campus administration and faculty updated.
- P 204: Columbus campus faculty updated.
- PP 204-205: Houston campus administration and faculty updated.
- P 205: Irving campus administration and faculty updated.
- PP 205-206: Pearland campus administration and faculty updated.
- P 206: Tysons Corner campus administration and faculty updated.
- P 207: College of Nursing Undergraduate/Pre-Licensure Leadership & Faculty – Online administration and faculty updated.

REVISED 06.07.21
- P 41: Healthcare Compliance Documentation Requirements updated.
- PP 166-168: Student Injury and Sickness Insurance Plan rate and references updated for all of the 3-Year Bachelor of Science in Nursing degree program Tuition & Expenses including the Military to BSN option.

REVISED 05.28.21
- P 95: Transcript Fee Waiver content added.
- P 105: Advanced Standing by Transfer of Credit content updated

2021-22 Academic Catalog Addendum

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REVISED 05.03.21

- COVER: Academic year and Volume number updated.
- P II: Volume number updated.
- P 19: Accreditation has been updated.
- P 20: California State Authorization updated.
- P 21: California Board of Registered Nursing content added.
- P 22: Florida State Authorization updated.
- P 22: Louisiana State Authorization updated.
- P 25: Lifetime Learning map; DNP degree program updated.
- PP 26-27: Academic Calendar updated.
- PP 37-39: BSN Program Details references updated to include "In California, this course is not available to meet required curriculum content, such as pharmacology."
- P 41: Healthcare Compliance Documentation updated.
- P 54: MSN Program Details updated.
- P 70: Nurse Educator Graduate Certificate Program Details updated.
- PP 74-75: DNP Program Overview updated.
- P 76: DNP Program Details updated.
- P 77: Project Navigation content updated.
- P 95: Employer Waivers content added.
- P 108: UNIV-062 course description updated.
- P 115: NR-300 course description updated.
- P 118: NR-395 course description updated.
- P 119: NR-435 and NR-436 course descriptions updated.
- P 124: NR-524 prerequisites updated
- P 130: NR-621 prerequisites updated
- P 132: NR-660 removed.
- PP 133-135 DNP Course Descriptions updated.
- P 174: Nursing Certificate Programs Tuition & Assistance updated.
- P 175: DNP Tuition & Assistance updated.
- P 182: Veteran's Benefits content updated.
- P 191: Addison campus faculty updated.

Table of Contents

Extraordinary Care. Extraordinary Healthcare.

Welcome to Chamberlain University!

We are proud of our rich, long history of excellence in healthcare education dating back to our beginnings in 1889 in St. Louis. Today, with a College of Nursing and a College of Health Professions, a growing network of campuses and robust online offerings, Chamberlain University is dedicated to increasing access to quality healthcare education and producing graduates who will transform healthcare worldwide.

What distinguishes Chamberlain is our culture of care – called **Chamberlain Care**®. Throughout our campuses and online programs, you'll experience what it means to work in a culture of service excellence and care – a culture that prepares students to take extraordinary care of patients, families and communities. From early assessments of strengths and areas for improvement to customized support plans, workshops and coaching teams, our personalized care is designed with you and your academic success in mind.

You have chosen a career where you can make a real difference for people every day. And, you have chosen a university that is committed to supporting you on your journey toward becoming an extraordinary healthcare professional. Welcome to the Chamberlain University community of care – together we can make a difference in healthcare, in the lives we touch, and in our local and global communities.

Warm regards,

Carla Sanderson

Carla Sanderson, PhD, RN, FAAN
Provost
Chamberlain University

An Extraordinary Legacy
OUR HISTORY

For more than 130 years and dating back to the Deaconess tradition of 19th-century Europe, Chamberlain University has been preparing extraordinary healthcare professionals. Florence Nightingale, the founder of modern nursing, studied at a Deaconess facility in Germany and later applied the concepts she learned to her nursing practice. In 1889, an evangelical pastor in St. Louis proposed establishing healthcare services based on the Deaconess model to address the needs of the local community. Those services evolved into The School for Deaconesses and, later, the Deaconess College of Nursing.

1889 – THE SCHOOL FOR DEACONESSES IS ESTABLISHED

FROM A DIPLOMA SCHOOL TO A COLLEGE OF NURSING

1983 – Deaconess begins offering a Bachelor of Science in Nursing (BSN) degree program

1989 – Associate Degree in Nursing program established

2010 – 2011

2011 – Chamberlain Phi Pi Chapter of Sigma Theta Tau (STTI), the International Nursing Honor Society is established

GLOBAL HEALTH
EDUCATION PROGRAM
CHAMBERLAIN UNIVERSITY

INTERDISCIPLINARY COLLABORATION

Chamberlain establishes its first joint Global Health Education Program experience to Kenya with Ross University School of Medicine

2012

TOGETHER WE CAN MAKE A DIFFERENCE

Chamberlain partners with Sigma Theta Tau International (STTI), The American Nurses Association (ANA), National League of Nurses (NLN) & The National Hispanic Nursing Association

UNITING OVER
90,000*
ALUMNI WORLDWIDE

Chamberlain Alumni Association established

TRANSFORMING CARE THROUGH EDUCATION & TECHNOLOGY

* Chamberlain University and Deaconess College of Nursing graduates, Chamberlain National Registrar, March 2021.

2013 – 2015

Chamberlain establishes partnership with The DAISY Foundation (Disease Attacking the Immune System)

LIFETIME LEARNING – CHAMBERLAIN ADDS FNP & DNP

Chamberlain begins offering a Doctor of Nursing Practice (DNP) degree program and establishes Master of Science in Nursing (MSN) Family Nurse Practitioner (FNP) Specialty Track

International Nursing Service Projects expand into the Global Health Education Program

1991 – 2005

A PIONEER IN ONLINE LEARNING

2000 – Deaconess College of Nursing enters the world of online education with a new option that allows registered nurses to earn their bachelor's degree online

NEW OPTION ELEVATES NURSING EDUCATION LEVELS

2000 – The RN to BSN degree completion option established

2001 – LPN to RN Bridge option established

2005 – Adtalem Global Education (formerly known as DeVry Education Group) acquires Deaconess College of Nursing

2006
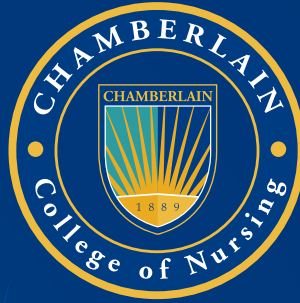
Extraordinary Care. Extraordinary Nurses.

2006 – The Deaconess' name is changed to Chamberlain to reflect the College's expanding vision of the future. The word *'chamberlain'* derives from the Middle English word *'chaumberlein,'* meaning chief steward, and exemplifies the nurse as the chief steward of patient care, and Chamberlain faculty and staff as the chief stewards of their student's education.

2007 – 2009

CHAMBERLAIN COLLEGE OF NURSING

SIMCARE
C E N T E R™

2007 – Chamberlain adopts the use of high-fidelity patient simulators to better prepare graduates for the profession

ADVANCED DEGREES TO ADVANCE CARE

2009 – Master of Science in Nursing (MSN) degree program established

2017

CHAMBERLAIN
U N I V E R S I T Y

Furthering our vision to transform healthcare by educating extraordinary healthcare professionals

COLLEGE OF HEALTH PROFESSIONS ESTABLISHED

2017 – College of Health Professions established the MASTER OF PUBLIC HEALTH (MPH) DEGREE PROGRAM

2019

2019 – College of Health Professions established the MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAM

2020 & Beyond

2021 – Chamberlain Alpha Beta Gamma Chapter of Phi Alpha Honor Society is established.

Today we are more than 20 campuses strong with a robust post-licensure online program offering

OVER 94,000*
STUDENTS AND ALUMNI

* Chamberlain University students and alumni, Chamberlain National Registrar, November 14, 2019.

Extraordinary Resources

The Chamberlain SIMCARE CENTER™ features high-tech training equipment, including high-fidelity human simulators, patient-monitoring equipment, a birthing simulator and physical assessment exam tables. From privacy curtain areas to scrub sinks to hospital beds, Chamberlain's SIMCARE CENTER facilities closely replicate hospital and clinical settings. Utilizing the computer control center, our faculty have the ability to alter the simulated patient's vitals and produce varying symptoms to evaluate a student's response in real time. These labs provide a safe environment to practice skills and receive immediate feedback.

Patient simulators react much like a live patient would – they have vital signs, voice discomfort and can blink, sweat or bleed. The high-tech simulators are controlled remotely by instructors, who can alter the mannequin's physical and verbal responses. The labs provide a safe environment for students to advance their knowledge, hone their nursing skills and learn from their mistakes.

As part of Chamberlain's commitment to academic excellence, the SIMCARE CENTER is also supported by a resource center that helps with the development of complex skills, including:

Learning Space™ is a real-time video patient monitoring and archiving of high-fidelity simulations for review during debriefing.

Many of our students point to their time in the SIMCARE CENTER nursing skills laboratories as the first time they felt like a "real nurse." In the lab, they are challenged to react in real-time to patient scenarios, including childbirth, seizures and cardiac arrest. They are empowered to take the lead in the care of their patient.

CHAMBERLAIN UNIVERSITY
*SIM*CARE
C E N T E R™

For more information, visit
chamberlain.edu/simcare

Experience for the real world – Chamberlain SIMCARE CENTER on the Indianapolis campus

Using high-fidelity patient simulators, Chamberlain students experience a wide variety of patient scenarios.

Extraordinary Experiences

Venturing beyond the classroom and local community, Chamberlain students have the opportunity to participate in the Global Health Education Program in such areas as Brazil, Kenya, India, the Philippines, Haiti and the Dominican Republic. These immersion experiences give students the opportunity to practice their healthcare skills while gaining a deeper understanding of cultural and economic differences across the globe. Global Health Education Program experiences takes the place of the undergraduate baccalaureate students community health course, so the students can receive course credit as well as the educational experience of a lifetime.

Chamberlain University and Ross University School of Medicine continue to participate in interprofessional Global Health Education Program experiences serving the people of Kenya and the Dominican Republic. This project holds special significance for the partnership it demonstrated between two healthcare professions. Chamberlain recognizes that the need for interdisciplinary collaboration is consistent with what our students will experience in the healthcare delivery environment and we are actively seeking opportunities to promote this ideal in our curriculum, coursework and student experiences.

GLOBAL HEALTH
EDUCATION PROGRAM
CHAMBERLAIN UNIVERSITY

For more information, visit
chamberlain.edu/globalhealthprogram

NOTE: The Global Health Education Program is currently not available at the Sacramento, California campus.

Global Health Education Program experience – India

Students and faculty alike enjoy the rewards of service while engaging in diversified learning experiences.

ARRIVED
BRAZIL

NAIROBI
KENYA

An Extraordinary Community

At Chamberlain, we don't just teach care – we teach **Chamberlain Care**®. Our focus on student success is supported by our values of service, compassion and integrity, which extend well beyond the classroom and clinical environments. By providing our nursing students the opportunity to expand their educational and professional horizons, we are committed to making a difference not only in the lives of our students, but also in the communities where we live and work, in healthcare as a whole, and in the world at large.

At Chamberlain, we continually seek new opportunities to honor healthcare professionals, raise awareness for healthcare causes and provide our students the opportunity to participate in leadership and decision-making roles. Chamberlain is also committed to community service and making a difference in the lives of others.

As part of our effort to promote a community of caring, Chamberlain students, faculty and staff come together to support a wide range of regional and international causes. Chamberlain is proud to participate in national events like the Susan G. Komen Race for the Cure® and their fight to end breast cancer. We also organize and participate in regional causes to support our local communities. From Hydration for the Homeless in Phoenix, Arizona, to support for the Joplin, Missouri, tornado victims, Chamberlain students, administration, faculty and staff are making a difference each and every day.

Hydration for the Homeless event, Chamberlain Phoenix campus Student Government Association (SGA).

Chartering and Induction ceremony of the Phi Pi Chapter of Sigma Theta Tau.

Susan G. Komen Race for the Cure – Chicago, IL

WE ♥ ST. JUDE

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LET'S END CHILDHOOD CANCER. TOGETHER.

Extraordinary Connections

As a Chamberlain graduate, you are automatically a member of the Chamberlain Alumni Association, a dynamic organization committed to lifelong learning, service to the community and the advancement of the healthcare profession.

Our diverse community of more than 84,000 graduates offers our alumni the unique opportunity to connect with healthcare professionals from all around the world. The Chamberlain Alumni Association allows our students to keep in touch with former classmates and faculty, network and make employer contacts. Alumni can also acquire relevant career information, mentor a current Chamberlain student or just keep up with the many friends they made at Chamberlain.

The Alumni Association also recognize alumni achievements and celebrate their successes. Our alumni recognition awards are one way we communicate the value of a Chamberlain University degree to the professional healthcare community.

CHAMBERLAIN
UNIVERSITY
ALUMNI ASSOCIATION

1889

For more information, visit
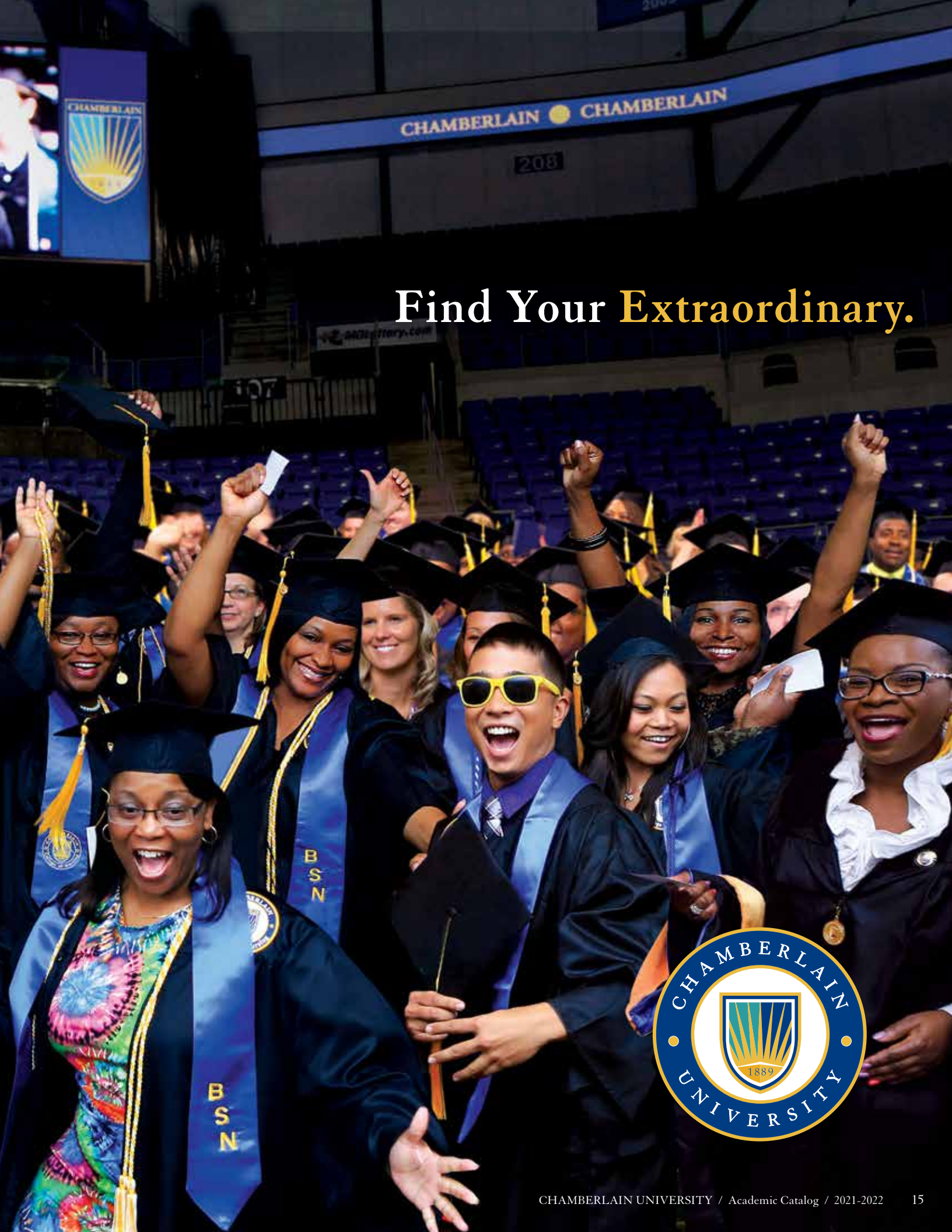**chamberlain.edu/alumni**

Commencement ceremony
Addison, IL

Chamberlain MSN graduates and faculty celebrate
after the St. Louis campus commencement ceremony

We Are Chamberlain.

Find Your Extraordinary.

About Chamberlain University
chamberlain.edu/about

MISSION: TO EDUCATE, EMPOWER AND EMBOLDEN DIVERSE HEALTHCARE PROFESSIONALS WHO ADVANCE THE HEALTH OF PEOPLE, FAMILIES, COMMUNITIES AND NATIONS.

VISION

By living ***Chamberlain Care***[*], we graduate extraordinary healthcare professionals who transform the health of people worldwide.

PURPOSE

To create an academic culture in which colleagues and students thrive and that cultivates extraordinary graduates.

THE *CHAMBERLAIN CARE* PHILOSOPHY OF HIGHER EDUCATION

Chamberlain's philosophy of higher education is grounded in the belief that taking extraordinary care of students leads to better student outcomes and experiences, and ultimately to extraordinary care of patients, families and communities. In 2010, this philosophy was translated into a model called ***Chamberlain Care*** that has since evolved into an integrated, holistic educational model that incorporates the following core ideals:

- **Care for self.** We must first take care of ourselves so that we have the capacity to take care of others and do our best work each day.

- **Care for colleagues.** Demonstrating care and support of colleagues creates a workplace environment of respect, collaboration, collegiality, creativity, productivity, community and teamwork.

- **Care for students.** ***Chamberlain Care*** reflects our fundamental belief in Chamberlain's responsibility and ability to achieve superior student outcomes for a diverse population of students. Care for students is operationalized through initiatives that lead to teaching excellence, extraordinary care and strong support for each student's learning experience, motivating actions instead of demotivating actions and encouragement instead of discouragement in the face of challenges.

Chamberlain Care was launched as a major cultural transformation initiative that focused all Chamberlain's operations, resources and institutional assessment on creating a culture of care and achieving superior student outcomes. ***Chamberlain Care*** has become the lens through which all operations, processes, practices, behaviors and interactions are viewed and assessed. The cultivation of the culture through attention to these ideals and holding ourselves accountable for the execution of care practices is how Chamberlain prepares generations of extraordinary healthcare professionals who will transform healthcare worldwide.

PHILOSOPHY & FRAMEWORK OF NURSING EDUCATION

Following the mission of the Chamberlain University, "To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations," the College of Nursing strives to prepare graduates to serve the needs of diverse communities including underserved populations.

Learning is designed to provide diverse students with the best academic experience and support services to become extraordinary nurses. This is done through application of the three aims embedded in our mission:

- **To educate.** A culture of care creates an academic environment in which students thrive by being appreciated for their wholeness and individuality and supported to discover and unlock their potential.

- **To empower.** Teaching is an enterprise of engagement and collaboration between students and faculty that fosters accountability and self-determination in the practice of nursing.

- **To embolden.** The learning environment is intentionally designed to promote and instill confidence in one's professional identity as a nurse.

Chamberlain Care[*] creates the framework for educating, empowering and emboldening students in the following ways:

- Curricula include concepts and competencies for development of care practices including teaching self-care practices to patients. Self-care is taught as a professional imperative for developing the capacity to care for others. Likewise, colleague care is emphasized as a way of promoting working environments of respect, collaboration, collegiality and teamwork.

- Pedagogical approaches focus on:
  - Engaging through fostering self-direction, reflection and deep learning
  - Individualizing learning aligning with strengths, diversity and desires of the learner
  - Developing clinical judgment through innovative experiential learning
  - Leveraging academic technologies that facilitate progressive and efficient attainment of learning outcomes
- Faculty are supported in developing, sustaining and enhancing these pedagogical competencies through a program of master instruction preparation, assessment and certification.
- Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential.
- Campus and online leaders promote educational environments that exemplify and cultivate a culture of care that maximizes the use of self-care, colleague care and student care.
- A student success program is provided to all students through a community of faculty and staff coaches that personalize support.

COLLEGE OF NURSING

Conceptual Framework of Nursing

Educational programs at Chamberlain University are guided by a holistic health, person-centered, care-focused framework of nursing that emphasizes cultural humility and professional identify formation. Nursing is a discipline with a distinct body of knowledge built upon general education. The art of nursing culminates in the application of this knowledge in practice. Nursing practice encompasses the provision of care in defined roles from beginning to advanced, ranging from direct delivery of care to the provision of education, administration, systems and resources that promote the quality of care. The full spectrum of knowledge needed to practice nursing effectively requires the intellectual, physical, emotional, social and passion components of holistic discovery, learning and application.

Holistic Health is a way of living by appreciating the wholeness of life, expressing one's highest potential, nurturing resources and relationships that support well-being and taking responsibility for advancing one's own health. The role of the nurse is to support, promote and advance holistic health through educating, empowering and emboldening others.

Person-Centered care involves the creation of respectful care that takes into account responsiveness to the patient's preferences, needs and values (IOM, 2001). The patient is recognized as a full partner and source of control in their own care (Cronenwett et al., 2007). Person-centered care at all levels requires planning and assessing care in a way that is responsive and meaningful to the person (Barnsteiner, Disch & Walton, 2014). Families, communities, organizations and populations are approached with the same perspective.

Care-Focused nursing epitomizes *Chamberlain Care*® through appreciating and recognizing the role of care in promoting the health and well-being of self, colleagues and patients. It advocates that nurses take accountability for being in the best position to provide extraordinary care to others and that they foster an environment of collegial support and respect. Care-focused nursing is aimed at applying principles of holistic health and person-centered care to persons, families, groups and communities as well as organizations. Care for self, care for colleagues and care for persons culminate in extraordinary nursing care and superior health outcomes.

Cultural Humility is a continual process of self-reflection, self-awareness and self-critique by healthcare providers in order to develop and maintain mutually respectful and useful partnerships with individuals, families and communities (Tervalon & Murray-Garcia, 1998). Rather than focusing on the mastery of many cultures as in cultural competence, cultural humility suggests that understanding other cultures requires a lifelong commitment to a learning process. This encourages an intentional examination of how the nurse's beliefs, values and assumptions influence the delivery of healthcare and development of relationships with patients and their families (Kools, Chimwaza & Macha, 2014). "Attaining cultural humility becomes not a goal but an active process, an ongoing way of being in the world and being in relationships with others and self," (Miller, 2009, p. 92).

Professional Identity Formation is a dynamic process that, "involves the internalization of core values and perspectives recognized as integral to the art and science of nursing," (National League for Nursing, 2010, p. 68) that becomes self-evident over time. Students develop, embrace and operate from core values as they learn, gain experience and grow in the profession. The fundamental values of professional identity are obvious in all aspects of the nurse's practice in advancing health and promoting ideals of the profession. "Professional identity is evident in the lived experience of the nurse, in their ways of 'being,' 'knowing,' and 'doing'" (p. 68). Formation of professional identity continues through the career of the nurse being dynamic, situated and lifelong (Crigger & Godfrey, 2014).

Extraordinary Nursing is a concept and an ideal expressed in vital competencies, regardless of level or focus, which fosters the greatest good, health and well-being of persons who are the recipients of nursing care. Extraordinary nursing goes beyond clinical expertise by delivering care that is compassionate and passionate expressed in appreciation of persons and communities to advance their own health. The extraordinary nurse exudes professionalism, is contagiously positive, goes beyond expectations, advocates for patients, enjoys teaching, is intentionally present, collaborates effectively, connects with families, uses evidence to promote the best care and is relentlessly committed to promoting health (Lefton, 2012).

We believe graduates with a **Bachelor of Science in Nursing (BSN)** degree are prepared to provide safe, comprehensive, professional nursing care across the lifespan to individuals, families, aggregates and communities in global societies. Professional nursing care incorporates evidence-based principles, sciences and critical reasoning and judgment in the development of responses to real or perceived healthcare needs. The BSN graduate will have been given the necessary knowledge and core competencies to meet the challenges of a dynamic and evolving profession in the 21st century. The BSN degree program provides the foundation for graduate study and beginning scholarship, encourages service to the profession and community and supports the concept of lifelong learning.

We believe the **Master of Science in Nursing (MSN)** degree program prepares the graduate to assume advanced roles in nursing administration, education, informatics, healthcare policy and clinical practice. The graduate applies acquired knowledge of leadership skills in educational, organizational and practice settings. The graduate attains proficiency in systematic inquiry with the use of evidence-based knowledge, which supports contributions to society and the nursing profession. This degree program provides a foundation for doctoral study, lifelong learning and continued scholarship.

We believe the **Doctor of Nursing Practice (DNP)** degree program prepares graduates who aspire to earn the highest level of study for nurses in clinical practice. The graduate acquires proficiency in the creation of new knowledge, translating evidence-based research into practice and scholarship to advance patient safety and outcomes in a variety of healthcare delivery settings. In response to the complex healthcare needs of society, the program is designed to prepare the graduate to influence healthcare policy providing systematic leadership at the highest level of scientific knowledge and practice expertise.

Statement of Cultural Humility

Cultural humility is a continual process of self-reflection, self-awareness and self-critique by healthcare providers in order to develop and maintain mutually respectful and useful partnerships with individuals, families and communities (Tervalon & Murray-Garcia, 1998). Rather than focusing on the mastery of many cultures as in cultural competence, cultural humility suggests that understanding other cultures requires a lifelong commitment to a learning process. This encourages an intentional examination of how the healthcare professional's beliefs, values and assumptions influence the delivery of healthcare and the development of relationships with patients, families and communities (Kools, Chimwaza & Macha, 2014). "Attaining cultural humility becomes not a goal but an active process, an ongoing way of being in the world and being in relationships with others and self," (Miller, 2009, p. 92).

Barnsteiner, J., Disch, J., & Walton, M.K. (2014). Person and family centered care. Indianapolis, IN: Sigma Theta Tau International.

Crigger, N., & Godfrey, N. (2014). From the inside out: A new approach to teaching professional identify formation and professional ethics. Journal of Professional Nursing, 30(5), 376–382.

Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Warren, J. (2007). Quality and safety education for nurses. Nursing Outlook, 55(3), 122–131.

Institute of Medicine (IOM). (2001). Crossing the quality chasm: A new health system for the 21st century. Washington, DC: National Academy Press.

Kools, S., Chimwaza, A., & Macha, S. (2014). Cultural humility and working with marginalized populations in developing countries. Global Health Promotion, 22(1), 52–59.

Lefton, C. (2012). Strengthening the workforce through meaningful recognition. Nursing Economics, 33(6), 331-355.

Miller, S. (2009). Cultural humility is the first step to becoming global care providers. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 38(1), 92–93.

National League for Nursing. (2010). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing. New York: Author.

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. Journal of Health Care for the Poor and Underserved, 9(1), 117–125.

COLLEGE OF HEALTH PROFESSIONS

Following the mission of the Chamberlain University, "To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations," the College of Health Professions strives to build a culture of health, equipping extraordinary health professionals with the values, behaviors and knowledge required to succeed and drive healthcare forward.

College of Health Professions Mission:

To educate and empower diverse health professionals to advance healthcare and health equity for all people.

Master of Public Health (MPH) Degree Program Mission Within the Chamberlain University College of Health Professions

The mission of the Chamberlain MPH degree program is to educate public health students as leaders and change agents who advance scholarship, service and practice in promoting healthy, sustainable communities – locally, nationally and globally.

This mission is accomplished through the delivery of a competency-focused curriculum used to educate practitioners to collaborate with partners and communities to promote the health of the public at local, national, and global levels through the integration of education, service and scholarship activities.

MPH Degree Program Vision

To promote healthy, sustainable communities locally, nationally and globally.

MPH Degree Program Values

We believe that graduates with a **Master of Public Health (MPH)** degree will encompass the values of compassion, social justice, cultural humility with global perspective and the skills and passion for improving the common good of society and communities served.

Master of Social Work (MSW) Degree Program Mission within the Chamberlain University College of Health Professions

The mission of the social work degree program is to inspire, educate and empower practitioners and scholars to become agents of social change: to advance the well-being of children, families, communities and the oppressed.

The College of Health Professions advances its mission by centering the students' entire academic experience on *Chamberlain Care*® as its fundamental purpose. Through the paradigm of academic compassion, inspiration, scholarship, innovative technology, esteemed faculty and a rigorous culturally responsive curriculum, the program is designed to prepare graduates to be leaders in their communities and abroad.

MSW Degree Program Vision

To be an educational oasis where social work students enter to learn and leave motivated to serve.

MSW Degree Program Values

Chamberlain's **Master of Social Work (MSW)** degree program values are: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and the advancement of scientific inquiry.

RESEARCH & SCHOLARLY INQUIRY

Research and other forms of scholarly inquiry are evident at Chamberlain. Students of some academic programs are required to design and/or implement formal scholarly projects in partial fulfillment of their course or program requirements. Faculty will provide students appropriate information and support resources for these projects and assist students in ensuring that scholarly projects adhere to all policies and procedures. Additionally, research or other forms scholarly inquiry is an expectation of many of Chamberlain's full-time faculty. Student and faculty scholarship findings are often disseminated to peers and professional audiences though presentations and healthcare publications. Chamberlain also disseminates faculty and student scholarship findings through internal and external Chamberlain publications.

Chamberlain University supports a federally-registered institutional review board (IRB) to review and oversee human subjects research conducted by Chamberlain students, faculty and staff. The purpose of the IRB is to ensure that all such research adheres to Federal statute and ethical guidelines. Further information about the IRB and the conduct of research at Chamberlain is available at **library.chamberlain.edu/IRB**

STATEMENT OF OWNERSHIP

Chamberlain University is a member of Adtalem Global Education Inc. (NYSE: ATGE; member S&P MidCap 400 Index), a leading workforce solutions provider headquartered in the United States. The organization's purpose is to empower students to achieve their goals, find success and make inspiring contributions to our global community. Chamberlain University's mission is to educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations. Chamberlain University is comprised of the College of Nursing, which offers a three-year Bachelor of Science in Nursing degree program and flexible post-licensure programs such as the RN to BSN degree completion option, Master of Science in Nursing degree program, Doctor of Nursing Practice degree program and graduate certificates and the College of Health Professions, which offers a Master of Public Health degree program and a Master of Social Work degree program. To learn more, visit **chamberlain.edu**.

The purpose of Adtalem Global Education is to empower students to achieve their goals, find success, and make inspiring contributions to our global community. Adtalem Global Education Inc. (NYSE: ATGE; member S&P MidCap 400 Index) is a leading workforce solutions provider and the parent organization of American University of the Caribbean School of Medicine, Association of Certified Anti-Money Laundering Specialists, Becker Professional Education, Chamberlain University, EduPristine, OnCourse Learning, Ross University School of Medicine and Ross University School of Veterinary Medicine. For more information, please visit **adtalem.com**.

Adtalem Global Education – Home Office
500 W. Monroe Street, Suite 28, Chicago, IL 60661
Telephone Number: 312.651.1400
chamberlain.edu

Chamberlain University National Management Offices
500 W. Monroe Street, Suite 28, Chicago, IL 60661
National Toll-Free Number: 888.556.8226
Email: **admissions@chamberlain.edu**
chamberlain.edu

ACCREDITATION

Chamberlain University is accredited by the Higher Learning Commission (**www.hlcommission.org**), an institutional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post graduate APRN certificate programs at Chamberlain University are accredited by the Commission on Collegiate Nursing Education, **ccneaccreditation.org**.

For the most updated accreditation information, visit **chamberlain.edu/accreditation**.

Higher Learning Commission (HLC)
230 South LaSalle Street, Suite 7-500, Chicago, IL 60604
800.621.7440 | **hlcommission.org**

Council on Education for Public Health (CEPH)
1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910
202.789.1050 | **ceph.org**

Commission on Collegiate Nursing Education (CCNE)
655 K Street, NW, Suite 750, Washington, DC 20001
202.887.6791 | **aacnnursing.org/CCNE**

The Council on Education for Public Health (CEPH), www.ceph.org, Board of Councilors acted at its August 26, 2021, meeting to accredit Chamberlain University's College of Health Professions Master of Public Health (MPH) program for a five-year term. The accreditation term extends until December 31, 2026, pending the program's continued documentation of compliance as required by the Council. The effective date of the program's initial accreditation is December 16, 2019. CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. CEPH assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners. For a copy of the final self-study document and/or final accreditation report, please contact Dr. Sharonda Wallace, MPH program dean at **mphprogram@chamberlain.edu**.

Chamberlain University's Master of Social Work Program has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.

Candidacy for a master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact **CSWE Accreditation**.

Program/Program option availability varies by state/location. Chamberlain reserves the right to update information as it becomes available. Information is current at the time of publication.

STATE AUTHORIZATIONS

Chamberlain University has been approved to participate in the National Council for State Authorization Reciprocity Agreements (SARA). With that approval, as well as approval from the home state Illinois Board of Higher Education, many of the University's distance education programs are considered approved by reciprocity with other SARA member state higher education boards.

Please visit the SARA website (**www.nc-sara.org**) for the most current list of participating states and a detailed description of SARA.

Chamberlain University is an institutional participant in the National Council of State Authorization for Reciprocity Agreements (NC-SARA) initiative. The State Authorization Reciprocity Agreements, commonly known as SARA, provides a voluntary, regional approach to state oversight of postsecondary distance education. When states join SARA, they agree to follow uniform processes for approving their eligible institutions' participation. They also agree to deal with other states' SARA institutions in a common way when those institutions carry out activities in SARA states other than their own. SARA's policies help protect students and provide benefits to both states and institutions carrying out distance education in multiple states. As of April 2020, 49 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of SARA.

Alabama

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov

Arizona

Arizona State Board for Private Postsecondary Education

Chamberlain is authorized to operate and grant degrees by the Arizona State Board for Private Postsecondary Education, 1740 W. Adams, suite 3008, Phoenix, AZ 85007, 602.542.5709, www.azppse.gov.

Arizona State Board of Nursing Phoenix Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program by the Arizona State Board of Nursing, 1740 W. Adams, Suite 2000, Phoenix, AZ 85007, 602.771.7800.

Arkansas

Chamberlain University has been granted certification by the Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

California

California Bureau for Private Postsecondary Education

Chamberlain is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. For additional information please visit the Bureau's Internet website at www.bppe.ca.gov.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education: 1747 North Market, Suite 225, Sacramento, CA 95834, 916.574.8900 or 916.236.1897.

California Residents: Student Tuition Recovery Fund (STRF)

"The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident or are enrolled in a residency program and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program." "It is important that you keep copies of your enrollment agreement, financial aid documents, receipts or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, 916.574.8900 or 916.236.1897.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution or an educational program offered by the institution was closed or discontinued and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number."

The Bureau for Private Postsecondary Education requires that California residents pay the Student Tuition Recovery Fund. Please refer to the tuition section of the academic catalog for the amount you are required to pay for your program option.

Effective on February 8, 2021, the STRF assessment rate is $0.50 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.

California Board of Registered Nursing

Irwindale Campus

Chamberlain College of Nursing has initial approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Irwindale by the California Board of Registered Nursing. P.O. Box 944210, Sacramento, CA 95244-2100, 916.574.7600.

Rancho Cordova – Sacramento Campus

Chamberlain College of Nursing is approved to offer the pre-licensure Bachelor of Science in Nursing degree program in Rancho Cordova by the California Board of Registered Nursing. P.O. Box 944210, Sacramento, CA 95244-2100, 916.574.7600.

Florida

Florida Commission for Independent Education, Florida Department of Education

Jacksonville

Chamberlain is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free number 888.224.6684.

Miramar

Chamberlain is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free number 888.224.6684.

Jacksonville and Miramar Campuses

The Jacksonville and Miramar campuses feature modern classrooms, laboratories and the SIMCARE CENTER™. Each classroom is equipped with LCD projectors and remote computer interaction. There are several wired classrooms providing a computer workstation at every student space. The laboratories incorporate specialized equipment for a variety of learning settings including microscopes, manikins and other medical equipment. Practice based learning activities occur in Chamberlain's SIMCARE CENTER, which is a clinical simulation laboratory. The SIMCARE CENTER hosts a suite of simulated hospital environments with computerized adult and adolescent patients. Both campuses have WiFi internet access throughout. The Chamberlain Library is virtual – eBooks, journals, online databases and other resources can be accessed through a single, unified search at chamberlain.edu/library. In addition, the Florida campuses utilize area hospitals and other healthcare facilities to accommodate students in their clinical experience. The Florida campuses are accessible from major streets and highways.

Florida Board of Nursing

Jacksonville Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Jacksonville by the Florida Board of Nursing; 4052 Bald Cypress Way, BIN CO2, Tallahassee, FL 32399-3252, 850.245.4125.

Miramar Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Miramar by the Florida Board of Nursing; 4052 Bald Cypress Way, BIN CO2, Tallahassee, FL 32399-3252, 850.245.4125.

Georgia

Georgia Nonpublic Postsecondary Education Commission

Chamberlain is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990, by the Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084, 770.414.3300.

Georgia Board of Nursing

Atlanta Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Atlanta from the Georgia Board of Nursing, 237 Coliseum Drive, Macon, GA 31217-3858, 478.207.2440.

Illinois

Illinois Board of Higher Education

Chamberlain is authorized to operate and grant degrees by the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377, 217.782.2551. Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system http://complaints.ibhe.org/ or by mail to 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377.

Illinois Department of Financial and Professional Regulation's Board of Nursing

Addison Campus

Chicago Campus

Tinley Park Campus

Chamberlain College of Nursing is approved to offer the pre-licensure Bachelor of Science in Nursing degree program in Addison, Chicago, and Tinley Park by the Illinois Department of Financial and Professional Regulation's Board of Nursing, James R. Thompson Center, 100 West Randolph Street, Suite 9-300, Chicago, IL 60601, 312.814.2715.

Indiana

Indiana Board for Proprietary Education

Chamberlain University is authorized by the Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206.

Indiana State Board of Nursing

Indianapolis Campus

Chamberlain College of Nursing has been granted full accreditation to offer the pre-licensure Bachelor of Science in Nursing degree program in Indianapolis by the Indiana State Board of Nursing, 402 West Washington Street, Room W072, Indianapolis, IN 46204, 317.234.2043.

Louisiana

Board of Regents of the State of Louisiana

Chamberlain is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit nor signify that programs are certifiable by any professional agency or organization.

Louisiana State Board of Nursing

New Orleans Campus

Chamberlain College of Nursing has approval to offer the pre-licensure Bachelor of Science in Nursing degree program in New Orleans by the Louisiana State Board of Nursing, 17373 Perkins Road, Baton Rouge, LA 70810, 225.755.7500.

Maryland

Chamberlain University is registered with the Maryland Higher Education Commission, 6 N. Liberty Street, 10th Floor, Baltimore, MD 21201.

A student may be entitled to make a claim against the Maryland Guaranty Student Tuition Fund for For-profit Institutions of Higher Education (Student Tuition Fund) in the case of certain events, including a school closure. The Student Tuition Fund is administered by the Maryland Higher Education Commission. Information about the Student Tuition Fund and instructions for filing a claim may be found in Regulations 13B.02.06.01 through .13 of the Code of Maryland Regulations or by contacting the Maryland Higher Education Commission.

Michigan

Michigan Department of Licensing and Regulatory Affairs

Chamberlain is authorized to operate and grant degrees in the state of Michigan under the laws of the Michigan Department of Licensing and Regulatory Affairs, CSCL/Licensing Division, P.O. Box 30018, Lansing, Michigan 48909, 517.241.9288.

Michigan Board of Nursing

Troy Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Troy by the Michigan Board of Nursing under the laws of the State of Michigan Department of Regulatory Affairs Bureau of Health Care Services/Health Professions Division, 611 W. Ottawa Street, 3rd Floor, Lansing, Michigan 48909, 517.335.0918.

Missouri

Missouri Department of Higher Education

Chamberlain is certified to operate by the Missouri Department of Higher Education, 205 Jefferson St., PO Box 1469, Jefferson City, MO 65102-1469, 573.751.2361.

Missouri State Board of Nursing

St. Louis Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in St. Louis by the Missouri State Board of Nursing, 3605 Missouri Boulevard, PO Box 656, Jefferson City, MO 65102-0656, 573.751.0681

Nevada

Nevada Commission on Postsecondary Education

Chamberlain is licensed to operate in the state of Nevada by the Nevada Commission on Postsecondary Education, 2800 E. St. Louis Avenue, Las Vegas, NV 89104, 702.486.7330.

Nevada operates a student indemnification fund which may be used to indemnify any student or enrollee who has suffered damage as a result of the discontinuance of operation of a postsecondary educational institution licensed in Nevada or the violation by a Nevada institution of any provision of the Nevada Revised statutes (394.383 to 394.560) or the regulations adopted pursuant thereto. The existence of this account does not create a right in any person to receive money from the account.

NOTE: The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330) course fulfills this requirement.

Nevada State Board of Nursing

Las Vegas Campus

Chamberlain College of Nursing is fully approved to offer the pre-licensure Bachelor of Science in Nursing degree program in Las Vegas by the Nevada State Board of Nursing (4220 S. Maryland Pkwy., Building B, Suite 300, Las Vegas, NV 89119, 702.486.5800)

New Jersey

New Jersey Office of the Secretary of Higher Education Chamberlain is licensed to offer the Bachelor of Science in Nursing degree program by the New Jersey Office of the Secretary of Higher Education, P.O. Box 542, Trenton, NJ 08625-0542, 609.292.4310.

New Jersey Board of Nursing

North Brunswick Campus

Chamberlain College of Nursing has been granted accreditation to offer the pre-licensure Bachelor of Science in Nursing degree program in North Brunswick by the New Jersey Board of Nursing, P.O. Box 45010, Newark, NJ 07101, 973.504.6430.

North Carolina

Board of Governors

Chamberlain has been evaluated by the University of North Carolina (910 Raleigh Rd., Chapel Hill 27515, 919.962.4559) and is licensed to conduct higher education degree activity. Chamberlain's guaranty bond for unearned prepaid tuition is on file with the Board of Governors of the University of North Carolina and may be viewed by contacting the Licensing Department at Adtalem Global Education.

North Carolina Board of Nursing

Charlotte Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Charlotte by the North Carolina Board of Nursing, P. O. Box 2129, Raleigh, North Carolina 27602. 919.782.3211.

Ohio

Ohio Department of Higher Education

Chamberlain holds a certificate of authorization from the Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215, 614.466.6000.

Ohio Board of Nursing

Cleveland Campus

Chamberlain College of Nursing has approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Cleveland by the Ohio Board of Nursing, 17 South High Street, Suite 660, Columbus, OH 43215-3947, 614.466.3947.

Columbus Campus

Chamberlain College of Nursing has approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Columbus by the Ohio Board of Nursing, 17 South High Street, Suite 660, Columbus, OH 43215-3947, 614.466.3947

Texas

Texas Higher Education Coordinating Board

Houston

Chamberlain is authorized at the Houston campus to conduct courses and grant degrees by the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711, 512.427.6101.

Irving

Chamberlain is authorized at the Irving campus to conduct courses and grant degrees by the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711, 512.427.6101.

Pearland

Chamberlain is authorized at the Pearland campus to conduct courses and grant degrees by the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711, 512.427.6101.

San Antonio

Chamberlain is authorized at the San Antonio campus to conduct courses and grant degrees by the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711, 512.427.6101.

Texas Board of Nursing

Houston Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Houston by the Texas Board of Nursing, 333 Guadalupe Street, Suite 3-460, Austin, TX 78701, 512.305.7400.

Irving Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Irving by the Texas Board of Nursing, 333 Guadalupe Street, Suite 3-460, Austin, TX 78701, 512.305.7400.

Pearland Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Pearland by the Texas Board of Nursing, 333 Guadalupe Street, Suite 3-460, Austin, TX 78701, 512.305.7400.

San Antonio Campus

Chamberlain College of Nursing has initial approval to offer the pre-licensure Bachelor of Science in Nursing degree program in San Antonio by the Texas Board of Nursing, 333 Guadalupe Street, Suite 3-460, Austin, TX 78701, 512.305.7400.

Virginia

State Council of Higher Education for Virginia

Chamberlain University is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th floor, James Monroe Building, Richmond VA 23219, 804.225.2600.

Virginia Board of Nursing

Tysons Corner Campus

Chamberlain College of Nursing is approved to offer the pre-licensure Bachelor of Science in Nursing degree program in Vienna by the Virginia Board of Nursing Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico VA 23233-1463, 804.367.4515.

DOCUMENTATION OF ACCREDITATION & APPROVALS

Documentation of Chamberlain's accreditations and approvals is available from the director of accreditation, campus president, the program dean/director or at **chamberlain.edu/accreditation**.

BANKRUPTCY STATEMENT

Chamberlain does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

CHAMBERLAIN UNIVERSITY
DEGREE PROGRAMS & PROGRAM OPTIONS

Committed to academic excellence, student success and lifetime learning

We're one University focused on the transformation of healthcare by educating extraordinary healthcare professionals through two colleges: the College of Nursing and the College of Health Professions. Our degree programs have been developed to address the personal and professional needs of healthcare professionals, meet the skill and staffing needs of the industry and transform healthcare delivery as a whole for the public at large. **Learn more at chamberlain.edu/programs**

— College *of* Health Professions —

GRADUATE

MSW 💻

Master of Social Work (MSW) Degree Program
chamberlain.edu/msw

Traditional Option   Advanced Standing Option

TRACKS

Crisis & Response Interventions   Trauma
Medical Social Work

GRADUATE

MPH 💻

Master of Public Health (MPH) Degree Program
chamberlain.edu/mph | chamberlain.edu/mphcertificates

PUBLIC HEALTH CERTIFICATES

POST-BACCALAUREATE

Post-Baccalaureate Certificate in Public Health Generalist

College *of* Nursing

UNDERGRADUATE PRE-LICENSURE

BSN 🏛

Bachelor of Science in Nursing (BSN) Degree Program

chamberlain.edu/bsn

Bachelor of Science in Nursing (BSN) 💻
Degree Program Online Option

• Evening/Weekend Option

• Hybrid Option (on-site/online)

UNDERGRADUATE POST-LICENSURE

Existing RN Licensure

RN *to* BSN 💻

chamberlain.edu/rnbsn

RN-BSN *to* MSN Option 💻

chamberlain.edu/rnmsn

GRADUATE

MSN 💻

Master of Science in Nursing (MSN) Degree Program

chamberlain.edu/msn | chamberlain.edu/certificates

SPECIALTY TRACKS

Healthcare Policy
Nurse Educator
Nurse Executive

Nursing Informatics
Population Health

NURSE PRACTITIONER SPECIALTY TRACKS

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
Family Nurse Practitioner (FNP)
Psychiatric-Mental Health Nurse Practitioner (PMHNP)

OPTIONS

Accelerated RN to MSN Option
Accelerated RN to MSN with Clinical Nursing Leadership Option
Accelerated MSN Option
Accelerated MSN with Clinical Nursing Leadership Option

NURSING CERTIFICATES

POST-BACCALAUREATE

Post-Baccalaureate Certificate in Leadership Foundations

GRADUATE CERTIFICATES

Healthcare Policy
Nursing Education
Nursing Informatics

Nursing Leadership
Population Health

NURSE PRACTITIONER CERTIFICATES

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
Family Nurse Practitioner (FNP)
Psychiatric-Mental Health Nurse Practitioner (PMHNP)

GRADUATE POST-LICENSURE DOCTORAL

DNP 💻

Doctor of Nursing Practice (DNP) Degree Program

chamberlain.edu/dnp

ELECTIVE COURSE SEQUENCES

Advanced Practice Leadership
Educational Leadership

Healthcare Systems Leadership

🏛 On-site   💻 Online

NOTE: Program/program option availability varies by state/location.

Chamberlain University is accredited by the Higher Learning Commission (www.hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post graduate APRN certificate program at Chamberlain University are accredited by the Commission on Collegiate Nursing Education, (http://www.ccneaccreditation.org). For the most updated accreditation information, visit chamberlain.edu/accreditation.

Chamberlain University is approved to operate by the Virginia Board of Nursing Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico, VA 23233-1463, 804.367.4515. Certified to Operate by SCHEV. Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system http://complaints.ibhe.org/ or by mail to 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377. For the most updated approvals by state information, visit chamberlain.edu/stateapprovals.

Chamberlain reserves the right to update information as it becomes available. Information is current at the time of publication.

Chamberlain University Academic Calendar

STUDENT-CENTRIC CALENDAR
chamberlain.edu/calendar

Chamberlain operates on a student-centric calendar (SCP). Each semester consists of 16 weeks of instruction and exams; classes are scheduled in two eight-week sessions each semester.

An individual's SCP is based on the student's initial enrollment date into a degree seeking program or on the date studies are resumed following readmission to Chamberlain. This results in two overlapping calendars referred to as "cycles." The two overlapping calendar cycles designate months corresponding to Chamberlain's summer, fall and spring semesters. The following chart outlines how months of the year correspond to a student's spring, summer and fall semesters, based on the assigned SCP cycle. Each session, instruction ends on Saturday of week eight.

Semester	Cycle 1	Cycle 2
Summer	May and July	July and September
Fall	September and November	November and January
Spring	January and March	March and May

NOW ENROLLING – START DATES

UNDERGRADUATE/PRE-LICENSURE STUDENTS
September, January & May

GRADUATE/POST-LICENSURE STUDENTS
July, September, November, January, March & May

For more information, visit **chamberlain.edu/calendar**

2021-2022 ACADEMIC CALENDAR – CYCLE 1
Semester: 16 weeks | Session-length: 8 weeks

2021 Summer Semester: Cycle 1: May 3, 2021-August 28, 2021		
Mon	**May 3**	**May session begins**
Mon	May 31	Memorial Day holiday*
Sun	June 13	Last day to withdraw from science***, nursing and health professions courses**
Fri	June 18	Last day to withdraw from general education and science elective courses**
Sat	June 26	May session ends
Mon-Sun	June 28-July 4	Summer Break
Mon	**July 5**	**July session begins**
Mon	July 5	4th of July holiday*
Sun	Aug 15	Last day to withdraw from science***, nursing and health professions courses**
Fri	Aug 20	Last day to withdraw from general education and science elective courses**
Sat	Aug 28	July session ends

2021-2022 ACADEMIC CALENDAR – CYCLE 2
Semester: 16 weeks | Session-length: 8 weeks

2021 Summer Semester: Cycle 2: July 5, 2021-October 23, 2021		
Mon	**July 5**	**July session begins**
Sun	Aug 15	Last day to withdraw from science***, nursing and health professions courses**
Fri	Aug 20	Last day to withdraw from general education and science elective courses**
Sat	Aug 28	July session ends
Mon	**Aug 30**	**September session begins**
Mon	Sept 6	Labor Day holiday*
Sun	Oct 10	Last day to withdraw from science***, nursing and health professions courses**
Fri	Oct 15	Last day to withdraw from general education and science elective courses**
Sat	Oct 23	September session ends

*   Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

**   Last date to withdraw refers to the last date that a student may withdraw from a class and receive a grade of "WP/WF" for science, nursing and health professions courses or a grade of a "W" for general education or science elective courses using the "N" suffix designator. The last day to withdraw from all classes and receive a refund varies.

*** Science elective courses use the general education last day to withdraw policy.

2021 Fall Semester:
Cycle 1: August 30, 2021-December 18, 2021

Mon	Aug 30	September session begins
Mon	Sept 6	Labor Day holiday*
Sun	Oct 10	Last day to withdraw from science***, nursing and health professions courses**
Fri	Oct 15	Last day to withdraw from general education and science elective courses**
Sat	Oct 23	September session ends
Mon	Oct 25	November session begins
Thurs-Fri	Nov 25-26	Thanksgiving break*
Sun	Dec 5	Last day to withdraw from science***, nursing and health professions courses**
Fri	Dec 10	Last day to withdraw from general education and science elective courses**
Sat	Dec 18	November session ends
Mon-Sun	Dec 20-Jan 2	Winter break

2022 Spring Semester:
Cycle 1: January 3, 2022-April 23, 2022

Mon	Jan 3	January session begins
Mon	Jan 3	New Years Day holiday*
Mon	Jan 17	Martin Luther King Jr. Day holiday*
Sun	Feb 13	Last day to withdraw from science***, nursing and health professions courses**
Fri	Feb 18	Last day to withdraw from general education and science elective courses**
Sat	Feb 26	January session ends
Mon	Feb 28	March session begins
Sun	Apr 10	Last day to withdraw from science***, nursing and health professions courses**
Fri	Apr 15	Last day to withdraw from general education and science elective courses**
Fri	Apr 15	Spring holiday*
Sat	Apr 23	March session ends
Mon-Sun	Apr 25-May 1	Spring break

2021 Fall Semester:
Cycle 2: October 25, 2021-February 26, 2022

Mon	Oct 25	November session begins
Thurs-Fri	Nov 25-26	Thanksgiving break*
Sun	Dec 5	Last day to withdraw from science***, nursing and health professions courses**
Fri	Dec 10	Last day to withdraw from general education and science elective courses**
Sat	Dec 18	November session ends
Mon-Sun	Dec 20-Jan 2	Winter break
Mon	Jan 3	January session begins
Mon	Jan 3	New Years Day holiday*
Mon	Jan 17	Martin Luther King Jr. Day holiday*
Sun	Feb 13	Last day to withdraw from science***, nursing and health professions courses**
Fri	Feb 18	Last day to withdraw from general education and science elective courses**
Sat	Feb 26	January session ends

2022 Spring Semester:
Cycle 2: February 28, 2022 – June 25, 2022

Mon	Feb 28	March session begins
Sun	Apr 10	Last day to withdraw from science***, nursing and health professions courses**
Fri	Apr 15	Last day to withdraw from general education and science elective courses**
Fri	Apr 15	Spring holiday*
Sat	Apr 23	March session ends
Mon-Sun	Apr 25-May 1	Spring break
Mon	May 2	May session begins
Mon	May 30	Memorial Day holiday*
Sun	June 12	Last day to withdraw from science***, nursing and health professions courses**
Fri	June 17	Last day to withdraw from general education and science elective courses**
Sat	June 25	May session ends
Mon-Sun	June 26-July 3	Summer Break

* Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

** Last date to withdraw refers to the last date that a student may withdraw from a class and receive a grade of "WP/WF" for science, nursing and health professions courses or a grade of a "W" for general education or science elective courses using the "N" suffix designator. The last day to withdraw from all classes and receive a refund varies.

*** Science elective courses use the general education last day to withdraw policy.

* Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

** Last date to withdraw refers to the last date that a student may withdraw from a class and receive a grade of "WP/WF" for science, nursing and health professions courses or a grade of a "W" for general education or science elective courses using the "N" suffix designator. The last day to withdraw from all classes and receive a refund varies.

*** Science elective courses use the general education last day to withdraw policy.

CREATING A CULTURE OF CARE

Chamberlain University's College of Nursing prepares extraordinary nurses with the knowledge, skills, values and beliefs required to not only succeed but make a difference in today's complex healthcare environment.

Chamberlain University aims to enhance learning across the curriculum in a tangible way through extensive support. This means students have access to comprehensive support tools and customized plans for mastering course content throughout their degree program in order to serve as…

extraordinary nurses
who *will* transform healthcare.
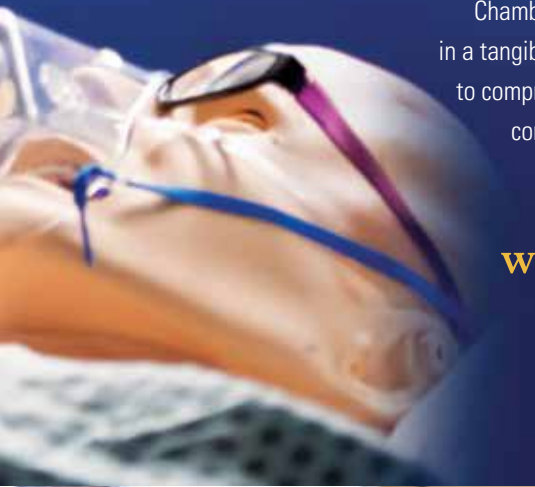
General Education Core

GENERAL EDUCATION

Undergraduate

COURSE AREAS

Electives, English & Communications, Humanities & Fine Arts, Quantitative Reasoning, Sciences, and Social Science

GENERAL EDUCATION CORE OVERVIEW

The general education core provides undergraduate students a broad liberal arts basis. The common general education core emphasizes five key competencies: Cultural Diversity, Ethical Service, Information Literacy, Critical Thinking and Effective Communication. General education competencies and learning outcomes align with the values that Chamberlain graduates desire and support the mission and vision of the University.

The general education outcomes are an integral component of students' study at Chamberlain University. Throughout the curriculum, Chamberlain's degree programs will foster appropriate assessments that align to and support each competency and learning outcome. The assessments measure the knowledge, skills and abilities of students as they relate to their professional fields.

The general education competencies and learning outcomes are as follows:

Competency	Description
Cultural Diversity	Integrate diverse cultural perspectives to promote social justice.
Ethical Service	Demonstrate a self-awareness of ethical beliefs within a global context.
Information Literacy	Identify and evaluate information from a variety of sources, including numerical data.
Critical Thinking	Incorporate analytical skills to explore and evaluate issues to develop sound conclusions.
Effective Communication	Utilize independent and collaborative written/oral communication strategies and technologies to promote understanding and foster change.

General Education Core Course Requirements

The general education core consists of courses in English and Communication, Quantitative Reasoning, Science, Social Sciences, and Humanities and Fine Arts. General education requirements vary by program; for additional information, refer to the program detail within the academic catalog.

Course Area	Minimum Credit Hours
English & Communication	**9**
(a) ENGL-117	3
(b) ENGL-147	3
(c) One of: COMM-285, SPCH-275 or SPCH-277	3
Quantitative Reasoning	**7**
(a) MATH-114	4
(b) One of: MATH-225 or MATH-399	3
Science	
To fulfill the general education science requirements, students must complete a minimum of seven credit hours in science, with at least one laboratory-base course. The science requirements vary by program. Students should refer to the program detail section of their catalog to identify their program's science requirements.	
Social Sciences	**9**
(a) One of: ECON-312, POLI-330	3
(b) One of: PSYC-110, PSYC-290 or PSYC-315	3
(c) One of: SOCS-185, SOCS-195 or SOCS-350	3
Humanities & Fine Arts	**9**
(a) HIST-405, HIST-410 or HIST-420	3
(b) ETHC-445, PHIL-347 or RELI-448	3
(c) HUMN-303 or HUMN-307	3

Program Descriptions – Undergraduate/Pre-Licensure

BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE PROGRAM

Undergraduate/Pre-Licensure

Become a nurse in
AS FEW AS **3** YEARS*

No prior nursing education required

On-site
3-Year BSN

Online 3-Year
BSN Option

Total credit hours: 122**

chamberlain.edu/bsn

BACHELOR OF SCIENCE IN NURSING PROGRAM OVERVIEW

- 3-year Bachelor of Science in Nursing (on-site)
  - Concentration in Serving Hispanic Communities***
  - Evening/Weekend Option
  - Hybrid Option (on-site/online)
- 3-year Bachelor of Science in Nursing Online Option (online)
- Military to Bachelor of Science in Nursing Degree Option (on-site)***

Program Details – 3-Year Bachelor of Science in Nursing (BSN) Degree Program

The BSN nursing curriculum prepares the graduate for the practice of professional nursing. This is accomplished through an integration of theoretical knowledge, psychomotor skill acquisition and development of clinical judgment/reasoning. The curriculum integrates professional, ethical and legal standards with decision-making, problem-solving and leadership development. The curriculum is designed to promote lifelong learning among the graduates. A program outline for each program contains contact hours of lecture, lab and externship and total contact hours plus total credit hours (if applicable) for each subject.

For many students, the first year of the program focuses on general education; however, given individual transferred coursework, program plans vary. The majority of nursing coursework occurs in the second and third years. Learning opportunities are planned throughout the degree program to allow students to apply and synthesize content and concepts learned. The combination of classroom and faculty-directed, student-focused learning activities promote safe, high-quality, competent and compassionate nursing practice. Student learning occurs through direct patient care in a variety of healthcare settings, including acute and long-term care facilities, as well as in ambulatory and community settings. Learning opportunities may also include simulated and virtual activities, problem-based, service-based, as well as civic engagement, professional meetings, policy development, advocacy and disaster preparedness. Select non-clinical nursing courses may be offered for the student to take online or on campus.

The BSN degree program consists of a minimum of 122 credit hours (56 general education; 66 nursing).**

For more information, visit **chamberlain.edu/bsn**.

> A Post-Baccalaureate Certificate in Leadership Foundations program is available to all BSN graduates. See the Certificate Program section in this catalog for more information.

* The on-site Bachelor of Science in Nursing (BSN) degree can be completed in three years of year-round study instead of the typical four years with summers off.

** 126 credit hours (56 general education; 70 nursing) for students attending a California campus. See your student support advisor for more information.

*** Chamberlain University is not accepting applications for this program option at this time.

NOTE: Program/program option availability varies by state/location.

Hybrid Option (On-site/Online)

The pre-licensure Bachelor of Science in Nursing degree hybrid option consists of synchronous and asynchronous course delivery. Synchronous courses are taught by a professor in real time, while asynchronous course weekly requirements are completed when learning is convenient for the student. The approved program is the same curriculum as the face-to-face pre-licensure program with a change in delivery mode.

Students meet periodically on campus and engage with faculty and on campus support services. Following the initial face-to-face meeting, the online component of courses, whether asynchronous or synchronous, include embedded intentional student engagement activities.

Nursing laboratory requirements and simulation experiences occur at campus in the Skills Labs and SIMCARE CENTER™. Simulation is utilized in alignment with the rules and regulations of the Board of Nursing education rules. Some nursing labs and simulations may include use of highly developed virtual software designed to support development of critical thinking and decision-making with suggested remediation activities.

General education non-nursing labs may be held asynchronously. Lab and clinical schedules are adjusted to minimize the number of days a week that students attend campus and/or clinical activities.

Concentration in Serving Hispanic Communities[*]

The Concentration in Serving Hispanic Communities is designed to provide students in Chamberlain's pre-licensure BSN degree program with the opportunity to develop or enhance a cultural connection with the Hispanic population in order to provide higher levels of quality and safety in nursing care. While still generalists in nursing practice, graduates of Chamberlain's Concentration in Serving Hispanic Communities will be prepared to better meet the needs of Hispanic individuals, families and communities.

Students opting to participate in the Concentration in Serving Hispanic Communities plan of study will complete assignments and experiential learning opportunities in two non-clinical nursing courses (NR-222 and NR-228) and ten clinical nursing courses (NR-226, NR-324, NR-325, NR-326, NR-327, NR-328, NR-341, NR-441 or NR-442, NR-446 and NR-452) with a focus on applying the nursing process to meet the needs of Hispanic patients and their families. Twenty-five percent (25%) of experiential learning activities in the modified plan of study will focus on the care of Hispanic community members. Completion of Spanish language pre- and post-proficiency assessments are required for students enrolled in the Concentration. These assessment scores will not be used to determine student progression in the BSN degree program. Over the BSN degree program plan of study, students will have an opportunity to participate in medical Spanish supplemental instruction. No level of language proficiency is required for graduation.

Military to Bachelor of Science in Nursing (BSN) Degree Option[*]

Chamberlain's Military to BSN degree option provides a pathway to professional nursing practice for qualified active or veteran military individuals who wish to pursue a Bachelor of Science in Nursing. The option allows qualified applicants to complete Chamberlain's BSN degree program in as few as six semesters of coursework through the award of advanced standing by means of the Chamberlain Military Articulation Plan (CMAP). The option recognizes previous knowledge, training and experience of military healthcare specialists and fosters career mobility for both active duty and veteran healthcare specialists. Students completing the Military to BSN option will demonstrate achievement of all pre-licensure BSN degree program outcomes.

The BSN degree program consists of a minimum of 122 credit hours (56 general education; 66 nursing).

Bachelor of Science in Nursing (BSN) Degree Online Option

The BSN online option is built on the same principles and professional standards as the 3-year on-site option. For many students, the first year of the program focuses on general education; however, given individual transferred coursework, program plans vary.

Learning opportunities are planned throughout the degree program to allow students to apply and synthesize content and concepts. The combination of synchronous and asynchronous online student-focused learning activities paired with on-site clinical practice promotes safe, high-quality, competent and compassionate nursing practice. Online learning opportunities also include virtual simulated and problem-based learning activities.

As part of the BSN Online Option, students will attend an on-ground retreat[**] in Downers Grove, Illinois. This experience will provide students the opportunity to come together at the start of their nursing education journey and to cultivate a community of learning. Students will be introduced to the BSN Online Option leadership, faculty and support staff as well as nursing concentration curriculum, guidelines and expectations of students and faculty. There will be time for social connections and interactive experiences including mindfulness practice and socialization to the role of the nurse. Students are responsible for their travel costs while participating in the on-site retreat. Typical costs include travel to/from Illinois, lodging and meals for two nights. Further details will be provided to qualified students.

NOTE: Program/program option availability varies by state/location.

* Chamberlain University is not accepting applications for this program option at this time.

** The on-ground retreat is only for students entering directly into Year 2 Semester 2 courses.

Program Outcomes

The outcomes for the Bachelor of Science in Nursing (BSN) degree program are as follows:

1. Provides individualized comprehensive care based on theories and principles of nursing and related disciplines to individuals, families, aggregates and communities, from entry to the healthcare system through long-term planning.

2. Demonstrates leadership and collaboration with consumers and other healthcare providers in providing care and/or delegating responsibilities for health promotion, illness prevention, health restoration, health maintenance and rehabilitative activities.

3. Communicates effectively with patient populations and other healthcare providers in managing the healthcare of individuals, families, aggregates and communities.

4. Integrates clinical judgment in professional decision making and implementation of the nursing process.

5. Demonstrates responsibility for continued personal and professional development through enrollment in graduate education, continuing education degree programs, professional reading and participation in professional organizations and community service.

6. Implements professional nursing standards by practicing within the legal definitions of nursing practice and acts in accordance with the nursing code of ethics and American Nurses Association (ANA) standards of practice.

7. Practices in established professional roles consistent with entry-level BSN graduates to provide cost-effective, quality healthcare to consumers in structured and unstructured settings.

8. Incorporates evidence-based practice in the provision of professional nursing care to individuals, families, aggregates and communities.

Employment positions determined to be in field to calculate the graduate employment rates required by the state of California for graduates of the BSN program are registered nurses (SOC Code: 29-1141.00).

Program Details – 3-Year Bachelor of Science in Nursing (BSN) Degree

Degree: Bachelor of Science in Nursing | Semesters: 9 Full-time

Minimum credit hours required for graduation: 122 (56 general education; 66 nursing).

NOTE: The program detail below outlines the general three-year BSN degree program. For students attending a California campus, refer to the California BSN program details on page 36. For those students enrolling in the Military to Bachelor of Science in Nursing (BSN) Degree Option, refer to page 35.

Course Area	Minimum Credit Hours
English & Communications	**9**
ENGL-117	3
ENGL-147	3
One of: COMM-285*, SPCH-275 or SPCH-277	3
Quantitative Reasoning	**7**
MATH-114	4
MATH-399	3
Required Sciences	**16**
BIOS-242	4
BIOS-251	2
BIOS-252	2
BIOS-255	2
BIOS-256	2
CHEM-120	4
Social Sciences	**12**
POLI-330**	3
PSYC-110	3
PSYC-290	3
One of: SOCS-185 or SOCS-195*	3
Humanities & Fine Arts	**12**
ETHC-445	3
PHIL-347	3
One of: HIST-405, HIST-410 or HIST-420*	3
One of: HUMN-303 or HUMN-307*	3

Course Area	Minimum Credit Hours
Nursing	**66**
Non-Clinical	
NR-103	2
NR-222***	3
NR-224	3
NR-228***	2
NR-283	3
NR-293	3
NR-302¥	2
NR-304¥	2
NR-306§	4
NR-360	3
NR-449	3
Clinical	
NR-226***	3
NR-324***	5
NR-325***	5
NR-326***	4
NR-327***	4
NR-328***	4
NR-341or NR-342***	4 or 5
NR-441***	4
NR-442or NR-444	4 or 5
NR-446***	4
NR-452***	3
Electives†	
Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:	
BUSN-115	3
COMP-150	3
NR-300 A-C	1-3‡
Total Credit Hours	**122**

* Indicates GE course options that must be selected by students pursuing the BSN Concentration in Serving Hispanic Communities.

** The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330) course fulfills this requirement.

*** Students pursuing the Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25 percent of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

† In order to satisfy graduation requirements or maintain F-1 student visa status, elective courses may be added to the individual's plan of study. Contact your student support advisor for more information.

‡ In California, this course is not available to meet required curriculum content, such as pharmacology.

¥ NR-302 and NR-304 for campus-based students only.

§ NR-306 for online option students only.

NOTE: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-117N). The general education coursework grading scale applies to courses with this designator.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum.**

Program Details – Military to Bachelor of Science in Nursing (BSN) Degree Option*

Degree: Bachelor of Science in Nursing | Semesters: 6 Full-time

Building on current knowledge and skills acquired through the military specialist's education and experience and to incorporate nursing knowledge, Military to BSN option students are awarded proficiency credit (10 nursing and 3 general education) through the Chamberlain Military Articulation Plan (CMAP). Proficiency credits are awarded upon successful completion of the military specific courses (NR-110, NR-295 and NR-299) and 16 hours of open lab practice completed in conjunction with NR-110. After earning CMAP proficiency credit, students enrolled in the Military to BSN Option continue in the BSN degree program plan of study in the same sequence as non-military pre-licensure BSN students.

A total of 122 credits will be earned through course transfer, course completion and proficiency credits (56 nursing, 30 general education, 23 pre-admission transfer credits, 10 nursing proficiency, 3 general education proficiency).

Chamberlain University is not accepting applications for this program option at this time.

Courses required to be completed and transferred in prior to admission to the Military to BSN degree option are:

Course Area	Minimum Credit Hours
Pre-enrollment Credits	**23**
BIOS-242	4
BIOS-251	2
BIOS-252	2
BIOS-255	2
BIOS-256	2
CHEM-120	4
MATH-114	4
PSYC-110	3

Course requirements for completion of the Military to BSN degree option are:

Course Area	Minimum Credit Hours
English & Communication	**6**
ENGL-117	3
ENGL-147	3
Quantitative Reasoning	**3**
MATH-399	3
Social Sciences	**9**
POLI-330**	3
PSYC-290	3
SOCS-185	3
Humanities & Fine Arts	**12**
ETHC-445	3
PHIL-347	3
One of: HIST-405, HIST-410 or HIST-420	3
One of: HUMN-303 or HUMN-307	3

Course Area	Minimum Credit Hours
Nursing	**56**
Non-Clinical	
NR-110‡	2
NR-228	2
NR-295‡	4
NR-360	3
NR-449	3
Clinical Nursing Requirements	
NR-299‡	5
NR-324	5
NR-325	5
NR-326	4
NR-327	4
NR-328	4
NR-341	4
One of: NR-441‡ or NR-442	4
NR-446	4
NR-452	3
Electives*	
Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:	
BUSN-115	3
COMP-150	3
NR-300 A-C†	1-3
CMAP‡	**13**
Total Credit Hours	**122**

* Program option availability varies by state/location.

** The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330) course fulfills this requirement.

*** In order to satisfy graduation requirements, elective courses may be added to the individual's plan of study. Contact your student support advisor for more information.

† In California, this course is not available to meet required curriculum content, such as pharmacology.

‡ Specific for the Military to BSN option

NOTE: When registering for general education or science elective courses, students will need to select the course with an "N"suffix designator (i.e., ENGL-117N). The general education coursework grading scale applies to courses with this designator.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum.**

Program Details – 3-Year Bachelor of Science in Nursing (BSN) Degree
Students Attending a California Campus

Degree: Bachelor of Science in Nursing | Semesters: 9 Full-time

Minimum credit hours required for graduation: 126 (56 general education; 70 nursing).

Course Area	Minimum Credit Hours
English & Communication	**9**
ENGL-117	3
ENGL-147	3
One of: COMM-285, SPCH-275 or SPCH-277	3
Quantitative Reasoning	**7**
MATH-114	4
MATH-399	3
Social Sciences	**12**
PSYC-110	3
PSYC-290	3
POLI-330	3
One of: SOCS-185 or SOCS-195	3
Humanities & Fine Arts	**12**
ETHC-445	3
PHIL-347	3
One of: HIST-405, HIST-410 or HIST-420	3
One of: HUMN-303 or HUMN-307	3
Required Sciences	**16**
BIOS-242	4
BIOS-251	2
BIOS-252	2
BIOS-255	2
BIOS-256	2
CHEM-120	4

Course Area	Minimum Credit Hours
Nursing	**70**
Non-Clinical	
NR-103	2
NR-222*	3
NR-224	3
NR-228	2
NR-283*	3
NR-293	3
NR-302	2
NR-304	2
NR-360	3
NR-449	3
Clinical	
NR-226**	3
NR-326	4
NR-327	4
NR-328	4
NR-329	6
NR-330	6
NR-342**	5
NR-444	5
NR-446	4
NR-452	3
Electives*	
Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:	
BUSN-115	3
COMP-150	3
NR-300 A-C†	1-3
Total Credit Hours	**126**

* Students pursuing the Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25 percent of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

** California students enrolled prior to September 2017 may have completed NR-227 to fulfill the NR-226 requirement and NR-341 to fulfill the NR-342 requirement. Contact a student support advisor for more information regarding California required courses.

*** In order to satisfy graduation requirements or maintain F-1 student visa status, elective courses may be added to the individual's plan of study. Contact your student support advisor for more information.

† In California, this course is not available to meet required curriculum content, such as pharmacology.

NOTE: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-117N). The general education coursework grading scale applies to courses with this designator.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum.**

DIVERSIFIED CLINICAL EXPERIENCES

EXPERIENCE FOR THE REAL-WORLD

Chamberlain's pre-licensure program is designed to teach nursing students to become confident and competent nurses through intensive clinical preparation. The pre-licensure Bachelor of Science in Nursing degree requires the student to complete approximately 672 hours* of clinical education within a variety of experiential learning environments (simulation, nursing labs and clinical agencies). Real-world, simulated environments using advanced technology provide students the opportunity to practice nursing skills in a safe and supportive environment. Experiences take place under the supervision of professional nurses. In the online world, simulated practice occurs in virtual environments.

* Based on the Chamberlain Bachelor of Science in Nursing degree program curriculum, totaling both lab and clinical requirements. 864 for students attending a California campus.

For more information, visit
chamberlain.edu/clinicals

CLINICAL FACILITIES

Chamberlain uses a variety of hospitals and clinical agencies to provide meaningful clinical learning experiences. Acute and sub-acute care medical-surgical units, critical- and emergency-care facilities, community agencies, pediatric hospitals and specialized-care units such as obstetrics and psychiatric units offer comprehensive learning opportunities for students. The Clinical Coordination Office, in collaboration with faculty, coordinates all clinical group and precepted assignments for both online and on-site students. On-site learning facilities are also available to on-site students for scheduled validation experiences and clinical learning opportunities.

CLINICAL RESIDENCY DISCLAIMER

Various state agency and/or board approvals of Chamberlain are necessary in each state in which clinical experiences are provided. Students in online program options must contact the Clinical Coordination Office for the current state-approval status.

CLINICAL COORDINATION

Chamberlain students are not responsible for finding their required clinical assignments. Our clinical model, featuring centralized coordination and national compliance, facilitates the process for our students and the organizations that receive them.

Our clinical coordinators work with our healthcare partners to establish and manage our clinical experiences and to ensure that students meet necessary requirements for clinical compliance and the individual rules and regulations of each healthcare partner. In order to participate in clinicals, students must be up to date with all requirements and immunizations.

CLINICAL EXPECTATIONS

Practical clinical experience is an essential requirement of Chamberlain pre-licensure programs. To participate in clinicals, the students may be required to take and pass an additional drug screen and background check. Students who fail a drug screen or background check may be dismissed. Students are required to travel to complete clinical learning experiences. For students enrolled in the campus-based BSN program, average distance between Chamberlain campuses and clinical sites ranges from 21-33 miles. Campus-based students should note that they may be required to travel up to 100 miles to complete clinical learning experiences. Clinical site locations vary; contact the Clinical Coordination Office for additional information. Some clinical experiences require additional costs. Clinical sites for students in the BSN Online Option are currently only offered in select, approved states. See your admission representative for more information. Students are expected to attend clinicals at the site assigned to them. All clinical-related expenses (including uniforms, clinical supplies, travel, etc.) are the student's responsibility.

HEALTHCARE COMPLIANCE* DOCUMENTATION

Health and integrity are of the utmost importance among students charged with professional nursing care. As a result, Chamberlain encourages students to become increasingly proficient in promoting self-health and becoming informed when they seek healthcare services.

Healthcare Compliance Documentation Requirements

☐ **Drug Screen****

☐ **Wisconsin BID Form and Caregiver Report** (State of WI only)

☐ **Family Care Safety Registry** (State of MO only)

☐ **Personal Healthcare Responsibility Letter of Understanding & Confidentiality Statement**

☐ **Proof of Health Insurance***** (required annually)

Insurance

Evidence of health insurance is required for all pre-licensure students. Pre-Licensure students at all locations must enroll in and maintain a group injury and sickness insurance plan unless otherwise insured. Students without injury and sickness insurance may be denied access to clinical facilities and therefore may be unable to complete their nursing programs.

All registered, on-site students will automatically be enrolled in the Chamberlain group injury and sickness insurance plan, unless they can show evidence of coverage by another health insurance plan. If the student chooses to be entirely self-paying for healthcare, a waiver must be completed at the beginning of each policy year and be on file. Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by published deadline.

Pre-Licensure students are required to enroll annually to maintain insurance coverage.

A group injury and sickness insurance plan purchased through Chamberlain is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Optional coverage for students' spouses and/or children is available when signing up for coverage. Rates and policy periods are subject to change each new policy term. Semester options are available.

The student assumes all financial responsibility associated with their own healthcare. For details on health records required for admission or clinical courses, refer to the packet mailed to accepted students, the Clinical Expectations section of this catalog or the Student Handbook.

Students residing outside the U.S. are not eligible for this insurance.

Detailed enrollment information is available on the Chamberlain website at **chamberlain.edu/studentinsurance**

More information is available from the National Healthcare Compliance Department: **cuhealthcarecompliance@chamberlain.edu**

☐ **Virtual Compliance Orientation**

☐ **Health Insurance Portability & Accountability Act of 1996 (HIPAA) Review & Quiz** (required annually)

☐ **Student Commitment to Behaviors**

☐ **Occupational Safety and Health (OSHA) Review & Quiz** (required annually)

☐ **Current American Heart Association Cardiopulmonary Resuscitation (CPR) Certification – Basic Life Support (BLS) for Healthcare Providers or American Red Cross (CPR) Certification-Basic Life Support (BLS) for Healthcare Providers**†

The faculty and affiliating clinical agencies of Chamberlain have established the need for nursing students to be certified in the American Heart Association Basic Life Support (BLS) CPR for Healthcare Providers or American Red Cross Basic Life Support (BLS) CPR for Healthcare Providers. All students enrolled in Chamberlain pre-licensure programs must be certified in the current American Heart Association BLS CPR or American Red Cross BLS CPR certification and must meet all other clinical compliance requirements. After initial certification, each student is responsible for maintaining and renewing their own bi-annual CPR certification and keeping other clinical compliance requirements up to date. Chamberlain accepts American Heart Association BLS CPR cards or American Red Cross BLS CPR Certificates.

☐ **Physical Form** (signed and dated by your healthcare provider – within one year of admission)

☐ **Immunization History**

☐ **Measles, Mumps, Rubella (MMR)**‡ **Titers Showing Immunity**† **or Immunization Records of MMR Booster**

☐ **Varicella Titer Showing Immunity**§ **or Proof of Immunization** (history of disease is not accepted)

☐ **Tetanus/Diptheria/Pertusis (Tdap)**‡ **Booster** (within past 10 years)

☐ **Two-step PPD** (one time; documentation showing test date, read date and result of each step required) **or IGRA/T-Spot Blood Test** (Must be dated last 12 months)

☐ **Annual Tuberculosis Knowledge Guide Acknowledgment and Risk Assessment Documents**

If a positive result is submitted, student will need to provide a completed Tuberculosis Screening Record form, which can be found in the Required Document's tab in student's Complio account.

☐ **Hepatitis B Series**¥ **or Positive Titer**§

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* Chamberlain University utilizes CDC guidelines for healthcare workers and state-specific mandates as a baseline for all healthcare compliance requirements.

** Additional screenings may be required prior to clinical start.

*** For on-site pre-licensure students, Proof of Health Insurance must be completed prior to first day of classes. Online pre-licensure students must adhere to compliance deadlines.

† Jacksonville, Troy, Irving, Las Vegas, Miramar, and Phoenix campuses will only accept American Heart Association CPR-BLS for healthcare providers.

‡ LA, NC and NV students must complete all immunization requirements prior to attending their first class.

§ Houston and Pearland campuses will only accept MMR, Varicella and HEP B Titers displaying numeric range results and dated within the last five years. Irving, San Antonio and Cleveland will only accept MMR and Varicella titers.

¥ NC students must complete requirement prior to attending their first class.

☐ **Meningococcal Immunization Records**

LA, NV and TX campuses only; LA and NV students must complete all immunization requirements prior to attending their first class

Meningococcal disease is a serious disease that affects the brain and spinal cord. The disease is spread by sharing respiratory or throat secretions, such as coughing, sneezing, kissing or sharing items such as food. Symptoms closely resemble those of the flu and include nausea, vomiting, fever, headache or stiff neck. Because meningococcal disease is a very serious disease, early diagnosis and treatment are very important.

The U.S. Centers for Disease Control and Prevention (CDC) states that college students are at greater risk for contracting meningitis and recommends that these students obtain the meningococcal vaccine, if they previously haven't. Vaccinations take 7-10 days to become effective. Reactions to the vaccine may include pain, redness and induration at the site of injections, headache, fever, muscle or joint pain, nausea or diarrhea and fatigue. As with any vaccine, there is a possibility of an allergic reaction.

Some people should not get the vaccine based on age or health conditions. Some of these conditions include: having a life-threatening allergic reaction or have a severe allergy, you are pregnant or breastfeeding, you are not feeling well. You should speak with your doctor about your ability to receive the vaccine.

☐ **Hepatitis C Antibody Titer or physician's note regarding status of Immunity** (Houston and Pearland campuses only)

☐ **Polio Vaccine** (State of North Carolina only)

NOTE: NC students must complete requirement prior to attending their first class.

☐ **Seasonal Flu Vaccine** (Flu Mist not accepted)

☐ **Immunization Waiver**

If a student is unable to receive any immunization, a waiver request must be signed and submitted for approval to the National Healthcare Compliance Office. This form can be obtained from your American Data Bank Complio account or by contacting the National Healthcare Compliance Office. Students who do not receive all required immunizations may be denied clinical access by the clinical facility and therefore, may experience an interruption in or be unable to complete their programs of study.

NOTE: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state or requirements. Additional out of pocket fees may apply due to state Board of Nursing and site requirements; see your admission representative for additional information.

Healthcare Compliance Deadlines – New Students

Pre-Licensure students must submit a completed health examination and immunization history by established deadlines. Pre-Licensure students must upload copies of personal health records to their Complio account and must maintain originals for future use.

Complete documentation must be uploaded to the student's Complio account and be approved by the following deadlines:*

- 3-year Bachelor of Science in Nursing degree program students must complete all clinical compliance requirements by Friday of Week 7 of their first session.

- 3-year BSN students entering Chamberlain directly into a clinical course must be clinically compliant before the first day of their first session

Failure to submit all healthcare compliance requirements by the deadlines will result in the student's account being placed on a compliance hold, making the student ineligible to register for classes or attend clinicals until required documentation is received and accepted.**

* LA, NC and NV students must complete all state mandated requirements prior to attending their first class.

** LA, NC, NJ and NV campus students: In addition to a compliance hold, students will be dropped from any future sessions.

Healthcare Compliance Deadline – Continuing Students

In order to maintain healthcare compliance throughout program progression, students are required to have compliance items scheduled to expire in
their ensuing session updated by the first day of the final month of the prior session. See below chart for deadlines.

Enrollment Session	Compliance Deadline
July Session	June 1
September Session	August 1
November Session	October 1
January Session	December 1
March Session	February 1
May Session	April 1

☐ **Additional Clinical Disclosures**

For tracking and public health management purposes, the non-directory information of students may be shared with clinical sites at which
a student is studying, working or gaining clinical experience.

Contact your student support advisor for more information. Individual states and/or clinical facilities may have additional requirements.

☐ **Non-Compliance**

Students who are non-compliant in any session may be prevented from further registration. As a result, the student would no longer be able to further progress in the program, and would be denied admission to clinical agencies, resulting in an unsatisfactory clinical grade due to unexcused absences. This could ultimately result in a student failing a course and/or being dropped from the program.

Failure to comply with the drug screen or background and fingerprint checks (as required) or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain.

COLLEGE OF NURSING
TECHNICAL STANDARDS

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary nurses. Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve patients' health outcomes in communities across various fields of care.

When considering a nursing program, the student must evaluate their abilities and skills. To succeed in a pre-licensure nursing program or postgraduate nursing program, a student must possess certain abilities and skills deemed essential functions for the care of the patients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards.

Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's pre-licensure or postgraduate nursing degree program must have abilities and skills in five areas: Acquiring Information, Developing Communication; Use and Interpretation of Data; Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor); and Developing Appropriate Professional Approaches (Behavior and Character).

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at **adaofficer@chamberlain.edu**.

Acquiring Knowledge:

- Must demonstrate ability to learn in classroom and education settings, to find sources of information and acquire the knowledge as well as to be a life-long learner who can adapt their skills to new developments and techniques.

- Acquire knowledge from demonstrations and experiences in didactic, experiential learning, and clinical environments, which include group and physical demonstrations.

- Acquire knowledge from written documents and electronic systems which include scholarly articles and journals.

- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication.

Developing Communication:

- Must demonstrate communication skills for sensitive and effective interactions with patients, families and/or communities and teams.

- Communicate effectively with faculty, preceptors and all members of the healthcare team in didactic, experiential learning, and clinical environments.

- Elicit information including a medical history and other details to adequately and effectively evaluate a patient's condition.

- Maintain accurate patient records.

- Communicate effectively in order to elicit information, describe changes in mood, activity cognition and posture, and assess communications.

- Deliver communication that is concise, pertinent and complete to ensure safe transitions in care or elicit action in critical situations.

Use and Interpretation of Data:

- Must accurately perform physical examinations and diagnostic exercises to assess and monitor health needs.

- Be proficient in performing and directing basic laboratory testing.

- Must meet applicable safety standards for the environment and follow universal precaution procedures.

- Use and interpret information from assessment techniques/maneuvers such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.

- Use and interpret information related to physiologic phenomena generated from diagnostic tools (i.e., sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a patient.

- Obtain and interpret information from assessment of patient's/client's environment and responses to health across the continuum (spanning time and differing circumstances).

Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor):

- Synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy and plan of care.

- Measure, calculate, reason, analyze and synthesize data related to patient diagnosis and treatment of patients.

- Re-evaluate plan of care and make appropriate changes based on patient's clinical indicators as well as physiologic and psychologic response.

- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared.

- Ask for help when needed and make proper judgments of when a nursing task can or cannot be carried out alone.

- Possess psychomotor skills necessary to provide holistic nursing care and perform or assist with procedures, treatments and medication administration.

- Practice in a safe manner.

- Appropriately provide care in emergencies and life support procedures.

- Perform universal precautions against contamination.

- Develop and evaluate plans of care.

Developing Appropriate Professional Approaches (Behavior and Character):

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity inherent in the clinical problems of patients.

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.

- Exercise skills of diplomacy to advocate for patients' needs.

- Manifest concern for others.

- Demonstrate integrity, accountability, interest and motivation.

- Demonstrate intent and willingness to follow the American Nurses Association (ANA) Standards of Care and Nursing Code of Ethics.

PROFESSIONAL APPEARANCE

Professional appearance includes good grooming and appropriate use of cosmetics and jewelry.

- Uniforms must be clean and well maintained.

- Hair is to be worn back and up and away from the face. Longer hair must be tied back in a neat manner off the nape of the neck.

- Natural nails must not extend beyond fingertips. Artificial nails and nail polish are not permitted.

- One pair (one in the entire ear) small post earrings. Facial tongue jewelry are not allowed. Ear gauges or any other facial piercings should be closed with clear plugs or matching skin tone.

- Gum chewing is not permitted in the clinical area.

- All body art/tattoos must be covered by a long sleeve shirt and/or a turtleneck worn under student's uniform top.

- Men must be clean-shaven or have short neatly trimmed facial hair.

- Undergarments should not be visible at any time.

- Religious dress/head wraps may be worn free of decorative items in either cobalt blue, white or black.

Dress Regulations/Uniforms

1. Chamberlain cobalt blue tunic top (unisex or ladies' version) with pockets and a Chamberlain logo embroidered on upper left chest area.

   A white lab coat with the Chamberlain logo embroidered on upper left chest (optional) may be worn over appropriate dress street clothes (no jeans, shorts or sandals).

   NOTE: Uniform requirements may vary. See your clinical coordinator for the specific uniform requirements for your location and/or clinical site.

2. The identification badge should be attached to the upper right collar area and worn at all times.

3. Stethoscope with bell and diaphragm.

4. Watch with a second hand.

5. Pants in Chamberlain cobalt blue.

6. White socks (mid-calf or knee length) and white solid material, non-mesh athletic shoes must be worn (closed flat heel and toe). Shoes worn in clinical areas must cover the entire foot.

Additional Required Supplies

- Penlight
- Bandage scissors
- Small notepad
- Black ball-point pen
- Clinical kits/lab bags*

* Required for NR-224 (on-site students) and for the on-site retreat (online students).

NOTE: Certain clinical partners may have additional dress regulations and uniform requirements. The policies of an affiliated clinical agency hosting students for rotation may be different and always supersede Chamberlain's dress code. Check the Chamberlain Student Handbook at **chamberlain.edu/handbook** and with your campus clinical coordinator for additional requirements.

UNIFORM & CLINICAL KIT ORDERING

Ordering Chamberlain uniforms and clinical kits is easy and convenient. Log on to **My Chamberlain** experience at **community.chamberlain.edu** and click on the uniforms icon or visit **chamberlain.edu/uniform**.

Program Descriptions –
Undergraduate/Post-Licensure

RN TO BSN OPTION

Undergraduate/Post-Licensure

Earn your Bachelor of Science in Nursing in
AS FEW AS **3** SEMESTERS
of year-round, full-time enrollment

Registered nurses looking
to complete their BSN degree

Registered nurses earn up to
77 PROFICIENCY CREDITS*

All coursework
100 PERCENT ONLINE
with experiential learning activities

Earn your degree
WHILE YOU WORK

Total credit hours: 122*
Includes 77 proficiency credits

chamberlain.edu/rnbsn

* 123 for Tennessee residents enrolled prior to July 2018, Washington residents,
and students residing in California or Minnesota seeking to obtain a certificate
in public health nursing from the CA or MN Board of Nursing.
NOTE: Program/program option availability varies by state/location.

POST-LICENSURE PROGRAM OVERVIEW

• RN to BSN Degree Completion Option (online)

The Bachelor of Science in Nursing (BSN) degree program offers a RN to BSN degree completion option for registered nurses wishing to complete their BSN degree in as few as three semesters. The registered nurse with an associate degree or diploma may complete the BSN degree via online instruction. The online option allows the registered nurse student to complete the BSN degree in three semesters within an educational format designed for adult learners. Advantages include the convenience of scheduling, a focus on core content readily applicable to professional settings and interaction with peers who share many similar professional experiences and values.

Program Outcomes

The expected outcomes for the Bachelor of Science in Nursing (BSN) degree program graduate are as follows:

1. Provides individualized comprehensive care based on theories and principles of nursing and related disciplines to individuals, families, aggregates and communities, from entry to the healthcare system through long-term planning.

2. Demonstrates leadership and collaboration with consumers and other healthcare providers in providing care and/or delegating responsibilities for health promotion, illness prevention, health restoration, health maintenance and rehabilitative activities.

3. Communicates effectively with patient populations and other healthcare providers in managing the healthcare of individuals, families, aggregates and communities.

4. Integrates clinical judgment in professional decision making and implementation of the nursing process.

5. Demonstrates responsibility for continued personal and professional development through enrollment in graduate education, continuing education degree programs, professional reading and participation in professional organizations and community service.

6. Implements professional nursing standards by practicing within the legal definitions of nursing practice and acts in accordance with the nursing code of ethics and American Nurses Association (ANA) standards of practice.

7. Practices in established professional roles consistent with entry-level BSN graduates to provide cost-effective, quality healthcare to consumers in structured and unstructured settings.

8. Incorporates evidence-based practice in the provision of professional nursing care to individuals, families, aggregates and communities.

A Post-Baccalaureate Certificate in Leadership Foundations program is available to all BSN graduates. See the Certificate Program section in this catalog for more information.

COLLEGE OF NURSING
TECHNICAL STANDARDS

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary nurses. Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve patients' health outcomes in communities across various fields of care.

When considering a nursing program, the student must evaluate their abilities and skills. To succeed in a pre-licensure nursing program or post-graduate nursing program, a student must possess certain abilities and skills deemed essential functions for the care of the patients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards.

Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's pre-licensure or post-graduate nursing degree program must have abilities and skills in five areas: Acquiring Information, Developing Communication, Use and Interpretation of Data, Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor) and Developing Appropriate Professional Approaches (Behavior and Character).

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at **adaofficer@chamberlain.edu**.

Acquiring Knowledge:

- Must demonstrate ability to learn in classroom and education settings, to find sources of information and acquire the knowledge as well as to be a life-long learner who can adapt their skills to new developments and techniques.

- Acquire knowledge from demonstrations and experiences in didactic, experiential learning and clinical environments, which include group and physical demonstrations.

- Acquire knowledge from written documents and electronic systems which include scholarly articles and journals.

- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication.

Developing Communication:

- Must demonstrate communication skills for sensitive and effective interactions with patients, families and/or communities and teams.

- Communicate effectively with faculty, preceptors and all members of the healthcare team in didactic, experiential learning and clinical environments.

- Elicit information including a medical history and other details to adequately and effectively evaluate a patient's condition.

- Maintain accurate patient records.

- Communicate effectively in order to elicit information, describe changes in mood, activity cognition and posture and assess communications.

- Deliver communication that is concise, pertinent and complete to ensure safe transitions in care or elicit action in critical situations.

Use and Interpretation of Data:

- Must accurately perform physical examinations and diagnostic exercises to assess and monitor health needs.

- Be proficient in performing and directing basic laboratory testing.

- Must meet applicable safety standards for the environment and follow universal precaution procedures.

- Use and interpret information from assessment techniques/maneuvers such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.

- Use and interpret information related to physiologic phenomena generated from diagnostic tools (i.e., sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a patient.

- Obtain and interpret information from assessment of patient's/client's environment and responses to health across the continuum (spanning time and differing circumstances).

Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor):

- Synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy and plan of care.

- Measure, calculate, reason, analyze and synthesize data related to patient diagnosis and treatment of patients.

- Re-evaluate plan of care and make appropriate changes based on patient's clinical indicators as well as physiologic and psychologic response.

- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared.

- Ask for help when needed and make proper judgments of when a nursing task can or cannot be carried out alone.

- Possess psychomotor skills necessary to provide holistic nursing care and perform or assist with procedures, treatments and medication administration.

- Practice in a safe manner.

- Appropriately provide care in emergencies and life support procedures.

- Perform universal precautions against contamination.

- Develop and evaluate plans of care.

Developing Appropriate Professional Approaches (Behavior and Character):

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity inherent in the clinical problems of patients.

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.

- Exercise skills of diplomacy to advocate for patients' needs.

- Manifest concern for others.

- Demonstrate integrity, accountability, interest and motivation.

- Demonstrate intent and willingness to follow the American Nurses Association (ANA) Standards of Care and Nursing Code of Ethics.

Program Details – RN to BSN Option
(Effective May 2018 for incoming Chamberlain students – 122 credit hours)

Degree: Bachelor of Science in Nursing | Semesters: 3 Full-time

Professional nurses are provided an opportunity to expand their professional knowledge in the RN to BSN option. Graduate education and career mobility build upon this degree program.

Minimum credit hours required for graduation: 122[*] (15 general education; 6 electives; 24[**] nursing; 77 CCAP).

For more information, visit **chamberlain.edu/rnbsn**.

Course Area	Credit Hours
CCAP	**77**
Registered nurses with current, active RN licensure in the U.S. or a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN) may be awarded up to 77 proficiency credit hours through the Chamberlain College Articulation Plan (CCAP). This includes 37 general education credits and 40 nursing credits.	
English & Communication	**3**
ENGL-147	3
Quantitative Reasoning	**3**
MATH-225[***]	3
Humanities & Fine Arts	**6**
One of: HIST-405, HIST-410 or HIST-420	3
One of: HUMN-303, RELI-448 or HUMN-307	3
Social Science	**3**
One of: ECON-312 or POLI-330	3

Course Area	Credit Hours
Nursing Requirements[**]	**24**
NR-305	4
NR-351	3
NR-361	3
NR-439	3
One of: NR-435[†] or	5
NR-443 or NR-436	4
NR-447	4
NR-451	3
Electives[‡]	
Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:	
BUSN-115	3
COMP-150	3
NR-392	2
NR-393	3
NR-394	3
NR-395	1
Total Credit Hours	**122**

[*]   123 for Tennessee residents enrolled prior to July 2018, Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. (21 general education; 25 nursing; 77 CCAP).

[**]   25 for Tennessee residents enrolled prior to July 2018, Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the California or Minnesota Board of Nursing.

[***] For students who started in May 2016 – March 2018, MATH-399 is the required course. MATH-114 is a prerequisite for MATH-399. If MATH-114 has not been fulfilled, it will be added to the individual's plan of study and will become part of the student's graduation requirements.

[†]   NR-435 is required for students residing in Tennessee enrolled prior to July 2018, students residing in Washington and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the California or Minnesota Board of Nursing. Effective July 2018, students residing in the state of Tennessee must take NR-436 to fulfill this requirement. This course must be taken during the last semester of the program. If a non-Washington resident takes NR-443 and later moves to Washington, they will be required to complete NR-435 before graduating.

[‡]   In order to satisfy graduation requirements, elective courses may be added to the individual's plan of study. Contact your student support advisor for more information.

NOTE: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-117N). The general education coursework grading scale applies to courses with this designator. Students residing in Washington will need to select the NR-447: RN Collaborative Healthcare course with the M suffix designator (i.e., NR-447M).

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum.**

CCAP CREDIT – 77 PROFICIENCY CREDIT HOURS

Chamberlain College Articulation Program RN to BSN Option (CCAP-RN)

Registered nurses with a current, active license are awarded 77 proficiency credit hours through the Chamberlain College Articulation Plan (CCAP). This proficiency credit includes 37 general education credits and 40 nursing credits. The credit hours awarded reflect credit hours for courses, general education and nursing, currently in the Chamberlain BSN program representing essential content for a basic nursing program. This content may be in specifically identified courses or threaded throughout the curriculum in other required coursework. Applicants may be required to demonstrate knowledge of general education concepts either through transcripted transfer credit or completion of a proficiency examination(s). Examination(s) must be successfully completed prior to acceptance to the RN to BSN Degree Completion Option. Applicants who do not take the proficiency examination(s) or who are not successful in demonstrating proficiency on the examination(s) are required to complete the equivalent course(s) prior to acceptance to the RN to BSN Degree Completion Option.

Nursing – 40 Credits

Courses		Credits
NR-224	Fundamentals – Skills	3
NR-226	Fundamentals – Patient Care	3
NR-228	Nutrition, Health & Wellness	2
NR-283	Pathophysiology	3
NR-293	Pharmacology for Nursing Practice	3
NR-326	Mental-Health Nursing	4
NR-327	Maternal-Child Nursing	4
NR-328	Pediatric Nursing	4
NR-324	Adult Health I	5
NR-325	Adult Health II	5
NR-341	Complex Adult Health	4

General Education – 37 Credits

Courses		Credits
BIOS-242	Fundamentals of Microbiology with Lab	4
BIOS-251, BIOS-252, BIOS-255, BIOS-256	Anatomy and Physiology I, II, III and IV	8
CHEM-120	Introduction to General, Organic & Biological Chemistry with Lab	4
ENGL-117	English Composition	3
ETHC-445	Principles of Ethics	3
PHIL-347	Critical Reasoning	3
PSYC-110	Psychology	3
PSYC-290	Lifespan Development	3
SOCS-185	Culture & Society	3
SPCH-277	Interpersonal Communication	3

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum.**

RN-BSN TO MSN OPTION

Undergraduate/Post-Licensure

Earn your degree while you work & in
AS FEW AS **8** SEMESTERS
of year-round, full-time enrollment

Registered nurses looking to complete their BSN degree and earn a MSN degree

SAVE TIME & TUITION

Earn both your BSN and MSN
in a shorter period of time

ONLINE COURSEWORK

with experiential learning activities

(Plus required on-site practicum hours)

CHOOSE FROM SIX MSN SPECIALTY TRACKS

Total credit hours:*

RN-BSN to MSN (Healthcare Policy, Nurse Educator,
Nurse Executive, Nursing Informatics and Population
Health Specialty Tracks): 151**

RN-BSN to MSN (AGACNP Specialty Track: 164***),
(AGPCNP Specialty Track: 161***),
(FNP Specialty Track: 161***)
(PMHNP Specialty Track: 163***).

chamberlain.edu/rnmsn

NOTE: Program/program option availability varies by state/location.

*Includes up to 77 proficiency credits through the Chamberlain College Articulation Program.

** 152 for Tennessee residents enrolled prior to July 2018, Washington residents and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. 158 for students enrolled prior to May 2016; 159 for Tennessee residents enrolled prior to May 2016.

*** 161 for Tennessee residents enrolled prior to July 2018, Washington residents and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. 167 for students enrolled prior to May 2016; 168 for Tennessee residents enrolled prior to May 2016.

Program Details – RN-BSN to MSN Option

**Degrees: Bachelor of Science in Nursing (BSN)/
Master of Science in Nursing (MSN)**

Semesters: 8 Full Time

In the RN-BSN to MSN option, eligible RN students who are working towards their BSN degree at Chamberlain may apply for admission to the MSN degree program prior to completing the BSN degree program. Students are able to complete the degree requirements for the BSN degree program while enrolled in the MSN degree program by taking selected MSN courses in place of two required BSN courses. The MSN courses offer a more focused, higher level of content than the corresponding BSN courses. Students are able to meet program outcomes for the BSN degree through completion of the BSN curriculum with six alternate credit hours of select MSN coursework. Students opting for this dual enrollment have the option to complete the final two courses in the BSN curriculum and to exit the program with a BSN degree at any time. Students enrolled in the RN-BSN to MSN option will graduate with their BSN degree upon successful completion of the MSN core.

For more information, visit **chamberlain.edu/rnmsn**.

Master of Science in Nursing (MSN) Degree Courses:

For the RN-BSN to MSN option, Students must complete NR-500: Foundational Concepts and Applications or NR-500NP (NP track only), and achieve a minimum grade of "B." Students who take NR-500 or NR-500NP and fail to achieve a "B" or higher will be dismissed from the RN-BSN to MSN option. The student may still be eligible to complete the RN to BSN option. Master of Science in Nursing course NR-512: Fundamentals of Nursing Informatics or NR-599 (NP track only) replaces NR-361: RN Information Systems in Healthcare.[*] NR-505: Advanced Research Methods – Evidence-Based Practice or NR-505NP (NP track only) replaces NR-451: RN Capstone Course in the RN to BSN option. Students must clear a background and fingerprint check before registering for any MSN-NP specialty track courses.[**]

[*] Students who started prior to November 2018 will complete NR-504: Leadership and Nursing Practice – Role Development or NR-510: Leadership and Role Development of the Advanced Practice Nurse (FNP Specialty Track students only) which replaces NR-447: RN Collaborative.

[**] Fingerprinting policy is applicable only to students enrolled on or after September 2017.

RN to BSN Option Courses (Effective May 2019 for incoming Chamberlain students – 122* credit hours):

Course Area	Credit Hours
CCAP	**77**
Registered nurses with current, active RN licensure in the U.S. or a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN) may be awarded up to 77 proficiency credit hours through the Chamberlain College Articulation Plan (CCAP). This includes 37 general education credits and 40 nursing credits.	
English & Communication	**3**
ENGL-147	3
Quantitative Reasoning	**3**
MATH-225‡	3
Humanities & Fine Arts	**6**
One of: HIST-405, HIST-410 or HIST-420	3
One of: RELI-448, HUMN-303 or HUMN-307	3
Social Science	**3**
One of: ECON-312 or POLI-330	3
Nursing	**24***
NR-305	4
NR-351	3
NR-361***	3
NR-439	3
One of: NR-435† or	5
NR-443 or NR-436†	4
NR-447	4
NR-451***	3
Electives¥	
Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:	
BUSN-115	3
COMP-150	3
NR-392	2
NR-393	3
NR-394	3
NR-395	1

* 123 for Tennessee residents enrolled prior to July 2018, Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. (21 general education; 25 nursing; 77 CCAP).

** 25 for Tennessee residents enrolled prior to July 2018, Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

*** Students enrolled in the Chamberlain RN-BSN to MSN option are required to complete NR-512 and NR-505 or NR-505NP (for NP track only) in place of NR-361 and NR-451, respectively, which fulfills BSN program requirements.

† NR-435 is required for students residing in Tennessee enrolled prior to July 2018, students residing in Washington and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. This course includes at least 96 hours of public health clinical experience and fulfills the state requirement for community health nursing. Effective July 2018, students residing in the state of Tennessee must take NR-436 to fulfill this requirement. This course must be taken during the last semester of the program. If a non-Washington resident takes NR-443 and later moves to Washington, they will be required to complete the clinical portion of NR-435 before graduating.

‡ For students who started in May 2016 – March 2018, MATH-399 is the required course. MATH-114 is a prerequisite for MATH-399. If MATH-114 has not been fulfilled, it will be added to the individual's plan of study and will become part of the student's graduation requirements.

¥ In order to satisfy graduation requirements, elective courses may be added to the individual's plan of study. Contact your student support advisor for more information.

NOTE: Program/Program option availability varies by state/location.

NOTE: Students have the option to exit the RN-BSN to MSN option and complete the remaining courses in the BSN curriculum to earn only the BSN degree. No additional application fee is required for the graduate portion of this program.

NOTE: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-117N). The general education coursework grading scale applies to courses with this designator. Students residing in Washington will need to select the NR-447: RN Collaborative Healthcare course with the M suffix designator (i.e., NR-447M).

NOTE: Students enrolled in NR-435 are responsible for specifying their own practicum site and qualified mentor or preceptor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

Master of Science in Nursing (MSN) Degree Courses:

Course Area	Minimum Credit Hours
Core Courses	**18**

(a) All of: NR-500; NR-501; NR-504; NR-505*; NR-506 or NR-544; NR-512*

    MSN-NP Specialty Track (effective July 2020)
    All of: NR-500NP; NR-501NP; NR-505NP*; NR-506NP; NR-599

Course Area	Minimum Credit Hours
MSN Specialty Track Courses	**18-27**

(a) FNP Specialty Track (For students enrolled prior to May 2019)
    All of: NR-503; NR-507; NR-508; NR-509; NR-510; NR-511;
        NR-601; NR-602; NR-603; NR-667**

    FNP Specialty Track (Effective May 2019)
    All of: NR-503; NR-507; NR-509; NR-511; NR-565;
        NR-566; NR-601; NR-602; NR-603; NR-667

    Adult-Gerontology Primary Care Nurse Practitioner
    Specialty Track (Effective July 2020)
    All of: NR-503; NR-507; NR-509; NR-565; NR-568;
        NR-576, NR-577, NR-578, NR-579; NR-580

    Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
    Specialty Track (Effective July 2020)
    All of: NR-503; NR-507; NR-509; NR-565; NR-567,
        NR-569, NR-570, NR-571, NR-572, NR-573,
        NR-574, NR-575

    Psychiatric-Mental Health Nurse Practitioner (PMHNP) Specialty Track
    All of: NR-503; NR-507; NR-509; NR-546; NR-548;
        NR-547; NR-565; NR-605; NR-606; NR-607, NR-668

(b) Healthcare Policy Specialty Track
    All of: NR-551; NR-552; NR-553; NR-554; NR-651; NR-652

(c) Nurse Educator Specialty Track (Effective March 2019)
    All of: NR-524; NR-535; NR-536; NR-537; NR-621; NR-622

(d) Nurse Executive Specialty Track
    All of: NR-531; NR-532; NR-533; NR-534; NR-631; NR-632

(e) Nursing Informatics Specialty Track
    All of: NR-541; NR-542; NR-543; NR-640B; NR-642; NR-643

(f) Population Health Specialty Track
    All of: NR-530; NR-538; NR-539; NR-540; NR-611; NR-612

  * Students enrolled in the Chamberlain RN-BSN to MSN option are required to complete NR-512 and NR-505 or NR-505NP (for NP track only) in place of NR-361 and NR-451, respectively, which fulfills BSN program requirements.

 ** NR-661 for students enrolled prior to September 2018.

NOTE: Program/Program option availability varies by state/location.

NOTE: Students have the option to exit the RN-BSN to MSN option and complete the remaining courses in the BSN curriculum to earn only the BSN degree. No additional application fee is required for the graduate portion of this program.

For the most up-to-date curriculum grids,
visit **chamberlain.edu/curriculum**.

Program Descriptions – Graduate

MASTER OF SCIENCE IN NURSING (MSN) DEGREE PROGRAM*

Graduate Post-Licensure

In as few as
6 SEMESTERS *for MSN***

Nurses looking to
CHANGE OR ENHANCE THEIR PRACTICE

Advance your education
WHILE YOU WORK

ONLINE COURSEWORK

CHOOSE FROM FIVE SPECIALTY TRACKS:
Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics or Population Health

Total credit hours
Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics or Population Health Specialty Tracks: 36

chamberlain.edu/msn

* Program/Program option availability vary by state/location.

** With year-round, full-time enrollment

NOTE: National certification exams are available to graduates in select specialties. Licensing requirements vary by state and may include additional criteria.

MSN PROGRAM OVERVIEW

The Master of Science in Nursing (MSN) degree program is a graduate degree program designed to prepare nurses for expanding roles in healthcare and enhance their opportunities for professional advancement. The minimum credit hours required to graduate and earn a Master of Science in Nursing degree is 36 semester-credit hours. Students may select one of five specialty tracks: Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics or Population Health. Program options and specialty track approval varies by state. A student may expect to complete the program in six semesters of full-time study comprised of one to two courses per semester, three semesters per year, for a total of six semesters, depending on which specialty track is pursued. Students in the Healthcare Policy, Nurse Educator, Nurse Executive or Population Health Specialty Tracks are required to complete a 144 hour* practicum. Students in the Informatics Specialty Track must complete a 216-hour** practicum. Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum.

The Master of Science in Nursing (MSN) curriculum provides core courses in nursing theory, research and evidence-based practice, leadership, professional role development, health policy and information systems. After completing core courses, the student begins specialty coursework in one of five specialty tracks – Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics or Population Health – all of which allow students to build upon their knowledge of the foundations of professional nursing practice.

Students who have not chosen an area of specialization may begin the program in "Undeclared" status; however, students must select a specialty track by the time they have earned nine semester credit hours toward their degree. "Undeclared" status may result in additional coursework requirements, tuition and fee obligations.

*   100-hour practicum is required for students enrolled prior to March 2017.

** 200-hour practicum is required for students enrolled prior to March 2017.

The Healthcare Policy Specialty Track builds the foundational skills essential to nurses in healthcare policy roles including leader, researcher, change agent, advocate and activist. Coursework includes the foundations of healthcare policy, principles of healthcare systems, politics, economics and policy, global health and nursing leadership in the public policy arena. Students also complete a 144 hour* healthcare policy practicum, allowing them to apply the knowledge and skills acquired from course work.

The Nurse Educator Specialty Track includes courses designed to prepare the student to teach in an academic or clinical-practice setting. Coursework includes educational and clinical foundations, instructional methods, program assessment and evaluation and curriculum development. Students complete 144* practicum hours, 48 hours in a direct care setting preparing for nursing practice at an advanced level and 96 hours in an educational setting to further develop teaching skills with the support of an experienced nurse educator.

The Nurse Executive Specialty Track builds the foundational skills essential to nurse leaders. Coursework includes the foundations of organizational leadership, including managerial communication, organizational change and decision making. Students also complete a 144 hour* Executive Specialty Track leadership practicum with the support of an experienced nurse executive, allowing them to further develop leadership skills.

The Nursing Informatics Specialty Track builds the foundational skills essential to informatics nurse specialists. Coursework includes the foundations of nursing informatics, including the practice of nursing informatics, management of data and information, healthcare information workflow and project management. Students also complete a 216-hour** informatics practicum with the support of an experienced informatics nurse, allowing them to apply the knowledge and skills acquired from coursework. National certification exams are available to graduates in select specialties. For more information about national certification in nursing informatics, visit **nursecredentialing.org/certification**.

The Population Health Specialty Track is designed for nurses who practice in settings where the goal of care is improvement in population health outcomes, and in settings where aggregate outcomes drive quality improvement in the delivery of healthcare. These settings include but are not limited to public health systems, clinical healthcare systems, public policy, school health, occupational health, acute care, long-term care, ambulatory care, disaster management and patient centered medical homes, just to mention a few. Building upon its strengths, the profession of nursing is positioned to integrate population health concepts across a variety of practice contexts. As the coming years unfold, innovative roles for nurses to lead population health initiatives will continue to emerge.

Graduates of Chamberlain's MSN degree program are prepared to work as leaders in a variety of healthcare settings. Graduates exhibit well-developed skills in informatics, inquiry, leadership and communication and have a strong foundation for further graduate study.

Graduate Program Outcomes

The MSN program outcomes are aligned with the American Association of Colleges of Nursing publication, The Essentials of Master's Education in Nursing (2011). The expected outcomes for Chamberlain's Master of Science in Nursing (MSN) degree program are as follows:

1. Provide high quality, safe, patient-centered care grounded in holistic health principles.

2. Create a caring environment for achieving quality health outcomes.

3. Engage in lifelong personal and professional growth through reflective practice and appreciation of cultural diversity.

4. Integrate professional values through scholarship and service in healthcare.

5. Advocate for positive health outcomes through compassionate, evidence-based, collaborative advanced nursing practice.

* 100-hour practicum is required for students enrolled prior to March 2017.
** 200-hour practicum is required for students enrolled prior to March 2017.

Program Details – Master of Science in Nursing (Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks)

Degree: Master of Science in Nursing
Semesters: 4-8 Full-time (36-45 credit hours)

MSN Core Courses

Courses		Credits
NR-500	Foundational Concepts & Applications	3
NR-501	Theoretical Basis for Advanced Nursing Practice	3
NR-504	Leadership & Nursing Practice: Role Development	3
NR-505	Advanced Research Methods: Evidence-Based Practice	3
NR-506 **or** NR-544	Healthcare Policy* / Quality and Safety in Healthcare*	3
NR-512	Fundamentals of Nursing Informatics	3

Nurse Executive Specialty Track Courses

Courses		Credits
NR-531	Nursing Leadership in Healthcare Organizations	3
NR-532	Healthcare Operational Planning & Management	3
NR-533	Financial Management in Healthcare Organizations	3
NR-534	Healthcare Systems Management	3
NR-631	Nurse Executive Concluding Graduate Experience I	3
NR-632	Nurse Executive Concluding Graduate Experience II	3

Healthcare Policy Specialty Track Courses

Courses		Credits
NR-551	Healthcare Systems, Politics & Policy	3
NR-552	Economics of Healthcare Policy	3
NR-553	Global Health	3
NR-554	The Nurse Leader & Healthcare Policy	3
NR-651	Healthcare Policy Concluding Graduate Experience I	3
NR-652	Healthcare Policy Concluding Graduate Experience II	3

Nursing Informatics Specialty Track Courses

Courses		Credits
NR-541	Practice of Nursing Informatics	3
NR-542	Managing Data & Information	3
NR-543	Information Workflow in Healthcare	3
NR-640B	Informatics Nurse Specialist Practicum I	3
NR-642	Nursing Informatics Concluding Graduate Experience I	3
NR-643	Nursing Informatics Concluding Graduate Experience I	3

Nurse Educator Specialty Track Courses

Courses		Credits
NR-524	Curriculum Development	3
NR-535	Theoretical Foundations & Instructional Strategies for the Nurse Educator	3
NR-536	Advanced Health Assessment, Pathophysiology & Pharmacology for Advanced Nursing Practice	3
NR-537	Assessment & Evaluation in Education	3
NR-621	Nurse Educator Concluding Graduate Experience I	3
NR-622	Nurse Educator Concluding Graduate Experience II	3

* Students have the option to take either NR-506 or NR-544. Both fulfill program requirements.

Population Health Specialty Track Courses

Courses		Credits
NR-530	Foundations of Population Health	3
NR-538	Population Health I: Assessment & Analysis of Data	3
NR-539	Population Health II: Planning, Implementation & Evaluation	3
NR-540	Leading & Managing Population Health	3
NR-611	Population Health Concluding Graduate Experience I	3
NR-612	Population Health Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

MASTER OF SCIENCE IN NURSING (MSN) DEGREE* – NURSE PRACTITIONER

Graduate Post-Licensure

In as few as 8 SEMESTERS

Nurses looking to CHANGE OR ENHANCE THEIR PRACTICE

Advance your education WHILE YOU WORK

ONLINE COURSEWORK

CHOOSE FROM FOUR NURSE PRACTITIONER SPECIALTY TRACKS:

Adult-Gerontology Acute Care Nurse Practitioner Specialty Track, Adult-Gerontology Primary Care Nurse Practitioner Specialty Track, Family Nurse Practitioner Specialty Track or Psychiatric-Mental Health Nurse Practitioner Specialty Track

Total credit hours

Adult-Gerontology Acute Care Nurse Practitioner Specialty Track: 48
Adult-Gerontology Primary Care Nurse Practitioner Specialty Track: 45
Family Nurse Practitioner Specialty Track: 45
Psychiatric-Mental Health Nurse Practitioner Specialty Track: 47

chamberlain.edu/msn

* Program/Program option availability vary by state/location.

** With year-round, full-time enrollment

NOTE: National certification exams are available to graduates in select specialties. Licensing requirements vary by state and may include additional criteria.

MSN PROGRAM OVERVIEW

Master of Science in Nursing – Nurse Practitioner

- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track

- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track

- Family Nurse Practitioner (FNP) Specialty Track

- Psychiatric-Mental Health Nurse Practitioner (PMHNP)

The Master of Science in Nursing (MSN) degree program – Nurse Practitioner (NP) is a graduate degree program designed to prepare nurses for expanding roles in healthcare and enhance their opportunities for professional advancement. The minimum credit hours required to graduate and earn a Master of Science in Nursing degree is 45 semester credit hours (48 semester credit hours for the AGACNP Specialty Track; 47 semester credit hours for the PMHNP Specialty Track). Students may select one of four nurse practitioner specialty tracks: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), Family Nurse Practitioner (FNP), or Psychiatric-Mental Health Nurse Practitioner (PMHNP). Program options and specialty track approval varies by state. A student may expect to complete the program in eight semesters of full-time study comprised of one to two courses per semester, three semesters per year, for a total of eight semesters.

Students in the Family Nurse Practitioner Specialty Track, the Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and the Psychiatric-Mental Health Nurse Practitioner Specialty Track must complete 625 hours of practicum and attend a faculty-supervised laboratory experience at a designated location. Students in the Adult-Gerontology Acute Care Nurse Practitioner Specialty Track must complete 700 hours of practicum and attend two faculty-supervised laboratory experiences at designated locations. Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum.

The Master of Science in Nursing curriculum provides core courses in nursing theory, research, leadership, professional role development, health policy and information systems. After completing core courses, the student begins specialty coursework in one of four nurse practitioner specialty tracks – Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner (PMHNP) – all of which allow students to build upon their knowledge of the theoretical foundations of professional nursing practice.

Students who have not chosen an area of specialization may begin the program in "Undeclared" status; however, nurse practitioner specialty track change requests are not available until the student has completed at least nine semester credit hours in the MSN degree program and prior to enrollment in the final course. "Undeclared" status may result in additional coursework requirements, tuition and fee obligations. Failure to select an area of specialization may result in an inability to enroll in a required course due to space restrictions or eligibility requirements.

The Adult-Gerontology Acute Care Nurse Practitioner Specialty Track is designed to prepare students to manage the healthcare needs of adolescents, adults and older adults and to sit for national certification as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). The curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians.

The AGACNP track focuses on the management of adolescent, adult and older adult patients with acute, critical and complex conditions in a variety of settings, including emergency departments and critical care in-patient units. Students will complete faculty-supervised laboratory work and 700 hours of clinical practicum work. A student may expect to complete the AGACNP curriculum in two years and eight months of full-time study comprised of two courses per semester, three semesters per year, for a total of eight semesters.

As part of the Master of Science in Nursing (MSN) **Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)** curriculum, students will attend two on-ground immersion experiences. The first immersion experience occurs during the NR-509: Advanced Physical Assessment. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience **Chamberlain Care**[*].

The second immersion experience occurs during the NR-573: Advanced Acute Care Management Lab. The purpose of this immersion is to provide students with the opportunity to observe, participate in and be evaluated on advanced diagnostic and therapeutic skills needed in complex acute care settings. This immersion event allows students to work with faculty and fellow students to assess skill competency before entering the final two clinical rotations.

The Adult-Gerontology Primary Care Nurse Practitioner Specialty Track is designed to prepare students to manage the healthcare needs for adolescents, adults and older adults and to sit for national certification as an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP). The curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians.

The AGPCNP track focuses on the management of chronic health conditions, prevention and wellness in primary care settings. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the AGPCNP curriculum in two and one-half years of full-time study comprised of two courses per semester, three semesters per year, for a total of seven and one-half semesters.

As part of the Master of Science in Nursing (MSN) **Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)** curriculum, students will attend an on-ground immersion event. The immersion event occurs during the NR-509: Advanced Physical Assessment. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience **Chamberlain Care**.

Additional Adult-Gerontology Specialty Track Information

Students in all nurse practitioner specialty tracks will attend an on-ground intensive session offered during the last course in the program – NR-575: Acute Care Practicum II in the AGACNP track or NR-580: Adult-Gerontology Primary Care Capstone and Intensive in the AGPCNP track. The intensive session will focus on final student preparation for advanced practice. Both the immersion and intensive events occur on ground at designated locations and span several days. Students are responsible for their travel costs while participating in the immersion and the intensive sessions. Typical costs include travel to/from the designated location, lodging and meals. Further details of the immersion events and intensive session will be provided within the individual courses.

Students declaring a nurse practitioner specialty track of the Master of Science in Nursing degree program are required to clear a background check and fingerprint screen, through a Chamberlain preferred vendor, before registering for any of the nurse practitioner specialty courses. Students may enroll in nurse practitioner core courses but cannot enroll in an nurse practitioner specialty course until clearance is satisfactorily completed. If the student's background check or fingerprint does not satisfactorily clear, the student will not be allowed to continue in the nurse practitioner specialty courses. Students who do not receive clearance by the time they need to register for an nurse practitioner specialty course should contact a Student Support Advisor to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Availability of the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) or Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Tracks may be limited. Program and specialty track approval varies by state.

Successful completion of Chamberlain's MSN Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track qualifies a student to sit for national certification as an Adult-Gerontology Acute Care Nurse Practitioner. Successful completion of Chamberlain's MSN Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track qualifies a student to sit for national certification as an Adult-Gerontology Primary Care Nurse Practitioner. State licensure requirements for Advanced Practice Registered Nurses (APRN), including Adult-Gerontology Acute Care Nurse Practitioners and Adult-Gerontology Primary Care Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where its Master of Science in Nursing degree program nurse practitioner specialty tracks are approved. This is to ensure our programs meet the state's education requirements for licensure.

Your state may have requirements in addition to graduating from an approved nurse practitioner program or receiving national nurse practitioner certification. We recommend that you visit your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Academy of Nurse Practitioners Certification Board or the American Nurses Credentialing Center.

The Family Nurse Practitioner Specialty Track is a primary care track designed to prepare students to care for families in a primary care setting and sit for national certification as a Family Nurse Practitioner (FNP). The curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the FNP Specialty Track in two and a half years of full-time study comprised of two courses per semester, three semesters per year, for a total of eight semesters.

As part of the Master of Science in Nursing (MSN) Family Nurse Practitioner (FNP) curriculum, you'll attend an on-ground immersion event and an on-ground intensive review session. The immersion event occurs during the NR-509 course, Advanced Physical Assessment. The purpose of the immersion is to provide you the opportunity to interact with your professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring your preparation for advanced learning within your practicum experiences. The immersion event allows faculty and staff to work with you and assess your clinical competency before entering clinical rotations. The immersion event also allows you to further experience **_Chamberlain Care_**®. An on-ground intensive review session occurs during the NR-667 course. The intensive review session will focus on final student preparation for advanced practice. Both events occur on-ground at a designated location, and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from Illinois, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner specialty track of the Master of Science in Nursing degree program are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, before registering for any of the nurse practitioner specialty courses. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact a Student Support Advisor to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Availability of the FNP Specialty Track may be limited. Program and specialty track approval varies by state.

Successful completion of Chamberlain's FNP specialty track qualifies you to sit for national certification as an FNP. State licensure requirements for Advanced Practice Registered Nurses, including Family Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Master of Science in Nursing degree program Family Nurse Practitioner specialty track is approved to ensure the program meets the state's education requirement for licensure.

Your state may have requirements in addition to graduating from an approved FNP program or receiving national FNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Academy of Nurse Practitioners Certification Board or American Nurses Credentialing Center.

The Psychiatric-Mental Health Nurse Practitioner Specialty Track is designed to prepare students to manage the mental health care needs of persons across the lifespan and to sit for national certification as a Psychiatric-Mental Health Nurse Practitioner. The curriculum includes theory, psychosocial therapy, psychopharmacology and clinical experiences that prepare graduates to be proficient, confident clinicians.

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) track focuses on the management of acute and chronic mental health conditions, prevention and wellness in inpatient and/or outpatient psychiatric mental healthcare settings. Students will complete faculty-supervised preparatory work to demonstrate assessment competency and 625 hours of clinical practicum work. A student may expect to complete the PMHNP curriculum in two and one-half years of full-time study comprised of two to three courses per semester, three semesters per year, for a total of seven and one-half semesters.

As part of the Master of Science in Nursing (MSN) Psychiatric-Mental Health Nurse Practitioner curriculum, you'll attend an on-ground immersion experience and an on-ground intensive review session. The immersion experience occurs during NR-509: Advanced Physical Assessment. The purpose of the immersion is to provide you the opportunity to interact with your professors and fellow students. The immersion experience also allows you to further experience **Chamberlain Care***. An on-ground intensive review session occurs during NR-668. The intensive review session will focus on final student preparation for advanced practice. Both events occur on-ground at a designated location and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from designated location, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner (NP) specialty track of the Master of Science in Nursing degree program are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, before registering for any of the nurse practitioner specialty courses. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the Admission Committee and/or dean. Students may enroll in core courses for the Master of Science in Nursing degree program but cannot enroll in an NP specialty course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in an NP specialty track. Students who do not receive clearance by the time they need to register for an NP specialty track course should contact a student support advisor to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for identifying potential clinical locations and preceptors that meet the criteria established by Chamberlain and that will support the student's achievement of learning outcomes in each of the five practicum courses. Availability of the PMHNP Specialty Track may be limited. Program and specialty track approval varies by state.

Successful completion of Chamberlain's PMHNP Specialty Track qualifies you to sit for national certification as a psychiatric-mental health nurse practitioner. State licensure requirements for Advanced Practice Registered Nurses, including psychiatric-mental health nurse practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Master of Science in Nursing degree program Psychiatric-Mental Health Nurse Practitioner Specialty Track is approved to ensure the program meets the state's education requirement for licensure.

Your state may have requirements in addition to graduating from an approved PMHNP program or receiving national PMHNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Nurses Credentialing Center.

Course Registration Requirements for Provisionally Accepted Nurse Practitioner (NP) Students:

The Nurse Practitioner (NP) Specialty Tracks are science intensive; student success is related to the ability to synthesize knowledge in nursing science courses of pharmacology, physical assessment and pathophysiology. To support nurse practitioner students who do not meet full admission criteria, and provide resources to foster success in the nurse practitioner courses, provisionally accepted nurse practitioner students will complete a formal assessment of their science knowledge after admission but before entering a nurse practitioner core course or declaring a nurse practitioner specialty track.

Based upon the assessment results:

• Students whose science knowledge is assessed within the passing threshold or 70 percent will be placed in a nurse practitioner course and can declare nurse practitioner (if all other specialty track change requirements have been met) if changing tracks;

or

• Students who require additional science knowledge as identified by the assessment or below 70 percent will be placed in NR-545: Pharmacology, Physical Assessment and Pathophysiology Nurse Practitioner Graduate Placement Course* (3 credits).

* Students who do not successfully complete NR-545 on the first attempt may repeat it once. Unsuccessful completion of the course after the second attempt will result in dismissal from Chamberlain.

Program Details – Master of Science in Nursing Adult-Gerontology Acute Care Nurse Practitioner (MSN-AGACNP) Specialty Track

Degree: Master of Science in Nursing
Semesters: 8 Full-time (48 credit hours)

MSN Core Courses		
Courses		Credits
NR-500NP	Foundational Concepts & Advanced Practice Roles	3
NR-501NP	Theoretical Basis for Advanced Nursing Practice	3
NR-505NP	Advanced Research Methods: Evidence-Based Practice	3
NR-506NP	Healthcare Policy & Leadership	3
NR-599	Nursing Informatics for Advanced Practice	3

Nurse Practitioner Specialty Core Courses		
Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25)	3
NR-565	Advanced Pharmacology Fundamentals	3

Adult-Gerontology Acute Care Nurse Practitioner (MSN-AGACNP) Specialty Track Courses		
Courses		Credits
NR-567	Advanced Pharmacology for the Adult-Gerontology Acute Care Nurse Practitioner	3
NR-569	Differential Diagnosis in Acute Care Practicum (C=125)	3
NR-570	Common Diagnosis & Management in Acute Care Practicum (C=125)	3
NR-571	Complex Diagnosis & Management in Acute Care Practicum (C=125)	3
NR-572	Advanced Acute Care Management (C=100)	2.5
NR-573	Advanced Acute Care Management Lab (L=25)	0.5
NR-574	Acute Care Practicum I (C=125)	3
NR-575	Acute Care Practicum II (C=100)	3

L=Lab hours

C=Clinical hours (direct patient care)

Program Details – Master of Science in Nursing Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) Specialty Track

Degree: Master of Science in Nursing
Semesters: 8 Full-time (45 credit hours)

MSN Core Courses		
Courses		Credits
NR-500NP	Foundational Concepts & Advanced Practice Roles	3
NR-501NP	Theoretical Basis for Advanced Nursing Practice	3
NR-505NP	Advanced Research Methods: Evidence-Based Practice	3
NR-506NP	Healthcare Policy & Leadership	3
NR-599	Nursing Informatics for Advanced Practice	3

Nurse Practitioner Specialty Core Courses		
Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25)	3
NR-565	Advanced Pharmacology Fundamentals	3

Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) Specialty Track Courses		
Courses		Credits
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner	3
NR-576	Differential Diagnosis in Adult-Gerontology Primary Care (C=125)	3
NR-577	Primary Care Management of Adolescents and Adults (C=125)	3
NR-578	Primary Care Management of Older Adults (C=125)	3
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum (C=125)	3
NR-580	Adult-Gerontology Primary Care Capstone and Intensive (C=125)	3

L=Lab hours

C=Clinical hours (direct patient care)

NOTE: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545, it will be added to their individual plan of study.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

Program Details – Master of Science in Nursing
Family Nurse Practitioner (MSN-FNP) Specialty Track
(For students enrolled prior to May 2019)

Degree: Master of Science in Nursing
Semesters: 4-8 Full-time (36-45 credit hours)

MSN Core Courses

Courses		Credits
NR-500	Foundational Concepts & Applications	3
NR-501	Theoretical Basis for Advanced Nursing Practice	3
NR-505	Advanced Research Methods: Evidence-Based Practice	3
NR-506	Healthcare Policy	3
NR-510	Leadership & Role Development of the Advanced Practice Nurse	3
NR-512	Fundamentals of Nursing Informatics	3

Family Nurse Practitioner Specialty Track Courses (For students enrolled prior to May 2019)

Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-508	Advanced Pharmacology	3
NR-509	Advanced Physical Assessment (L=25)	3
NR-511	Differential Diagnosis & Primary Care Practicum (C=125)	3
NR-601	Primary Care of the Maturing & Aged Family Practicum (C=125)	3
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum (C=125)	3
NR-603	Advanced Clinical Diagnosis and Practice Across the Lifespan Practicum (C=125)	3
NR-667*	FNP Capstone Practicum and Intensive (C=125)	3

Program Details – Master of Science in Nursing
Family Nurse Practitioner (MSN-FNP) Specialty Track
(Effective May 2019)

Degree: Master of Science in Nursing
Semesters: 4-8 Full-time (36-45 credit hours)

MSN Core Courses

Courses		Credits
NR-500NP	Foundational Concepts & Advanced Practice Roles	3
NR-501NP	Theoretical Basis for Advanced Nursing Practice	3
NR-505NP	Advanced Research Methods: Evidence-Based Practice	3
NR-506NP	Healthcare Policy & Leadership	3
NR-599	Nursing Informatics for Advanced Practice	3

Nurse Practitioner Specialty Core Courses

Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25)	3
NR-565	Advanced Pharmacology Fundamentals	3

Family Nurse Practitioner (MSN-FNP) Specialty Track Courses (Effective May 2019)

Courses		Credits
NR-511	Differential Diagnosis & Primary Care Practicum (C=125)	3
NR-566	Advanced Pharmacology for Care of the Family	3
NR-601	Primary Care of the Maturing & Aged Family Practicum (C=125)	3
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum (C=125)	3
NR-603	Advanced Clinical Diagnosis and Practice Across the Lifespan Practicum (C=125)	3
NR-667*	FNP Capstone Practicum and Intensive (C=125)	3

NOTE: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545, it will be added to their individual plan of study.

Program Details – Master of Science in Nursing Psychiatric-Mental Health Nurse Practitioner Specialty Track

Degree: Master of Science in Nursing
Semesters: 8 Full-time (47 credit hours)

MSN Core Courses

Courses		Credits
NR-500NP	Foundational Concepts & Advanced Practice Roles	3
NR-501NP	Theoretical Basis for Advanced Nursing Practice	3
NR-505NP	Advanced Research Methods: Evidence-Based Practice	3
NR-506NP	Healthcare Policy & Leadership	3
NR-599	Nursing Informatics for Advanced Practice	3

Nurse Practitioner Specialty Core Courses

Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25)	3
NR-565	Advanced Pharmacology Fundamentals	3

Psychiatric-Mental Health Nurse Practitioner Specialty Track Courses

Courses		Credits
NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner	2
NR-547	Differential Diagnosis in Psychiatric-Mental Health Across the Lifespan Practicum (C=125)	3
NR-605	Diagnosis & Management in Psychiatric-Mental Health Across the Lifespan I Practicum (C=125)	3
NR-606	Diagnosis and Management in Psychiatric-Mental Health II Practicum (C=125)	3
NR-607	Diagnosis and Management in Psychiatric-Mental Health III Practicum (C=125)	3
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive (C=125)	3

L=Lab hours

C=Clinical hours

ACCELERATED RN TO MSN OPTION & ACCELERATED RN TO MSN WITH CLINICAL NURSING LEADERSHIP OPTION

Graduate/Post-Licensure

Earn your degree while you work & in
AS FEW AS 3 SEMESTERS
of year-round, full-time enrollment

4 SEMESTERS *for the Accelerated RN to MSN with Clinical Nursing Leadership Option*

Registered nurses looking to complete their MSN degree

ONLINE COURSEWORK
with experiential learning activities
(Plus required on-site practicum hours)

CHOOSE FROM TWO OPTIONS

Total credit hours:

Accelerated RN to MSN Option: 45

Accelerated RN to MSN with
Clinical Nursing Leadership Option: 52

chamberlain.edu/rnmsn

NOTE: Program/program option availability varies by state/location.

ACCELERATED RN TO MSN OPTION & ACCELERATED RN TO MSN WITH CLINICAL NURSING LEADERSHIP OPTION PROGRAM OVERVIEW

Degrees: Master of Science in Nursing (MSN)
Semesters: 3 Full Time

The **Accelerated RN to MSN options** are designed to prepare nurses for a variety of advanced roles in nursing practice, including those that require skill in delivering direct and indirect care; leading healthcare initiatives; and educating patients, staff, and the community. The curriculum for the Accelerated RN to MSN option provides an innovative, integrative design that is student-centered, learner-driven and faculty-facilitated. The curriculum is designed to prepare the graduate to apply a systems approach to a variety of roles in nursing practice, from the micro-level to the meso-level of healthcare delivery, with emphasis on leadership, collaboration, interdisciplinary engagement and process improvement. Integrated into the curriculum are the foundational principles of leadership, law and ethics, quality and safety, and use of evidence-based practice.

Because of the integrative design, time to completion is shortened in comparison to other MSN tracks or options. Within each 8-week session, the Accelerated RN to MSN option allows students to complete courses and assignments within an individualized timeframe while maintaining weekly interaction with faculty in each course. This gives students more flexibility in managing work-life-family responsibilities while completing coursework.

Courses within the curriculum are application-based which allows the students to begin "practicing" what they are learning, in real time, at their workplaces. The curriculum provides nurses with advanced knowledge and preparation to:

- Use best practices and evidence-based interventions to ensure coordinated, safe, quality nursing care in complex health systems

- Decrease fragmentation of healthcare services

- Assist patients in navigating their healthcare

- Assist patients in becoming partners in care

- Lead quality improvements in clinical care for better patient outcomes

- Assume accountability and responsibility for patient and systems outcomes

The deliberate alignment of content to Clinical Nurse Leader (CNL™) competencies provides students with a Clinical Nursing Leadership option. Students pursuing the Clinical Nursing Leadership option not only complete the 144 hours of required practicum learning in the final required course of the Accelerated RN to MSN option, but also complete elective practicum hours in two additional 8-week sessions with 144 hours of practicum in each session. These last three courses in the Accelerated RN to MSN with Clinical Nursing Leadership Option require the completion of enough clinical hours for graduates to be eligible for the CNL™ certification exam. For more information about certification as a CNL, visit **aacnnursing.org/Portals/42/CNL/CNL-Certification-Guide.pdf**.

The curriculum is sequential, with prior coursework establishing foundational-concept mastery required for subsequent courses. Therefore, students may not take courses in a random sequence. However, students may individualize the pace for completing degree requirements by limiting or expanding the number of courses taken each session.

Upon successful completion of all degree requirements, the Master of Science in Nursing degree will be conferred.

Practicum Experiences

The practicum experience is the main focus and pedagogy in the Accelerated RN to MSN Option and Accelerated RN to MSN with Clinical Nursing Leadership Option culminating course(s). This concentrated professional experience further prepares students for practice in the advanced generalist role. The practicum courses provide students an opportunity to apply newly developed skills and theoretical knowledge to real-world practice situations. Additionally, the last three courses in the Accelerated RN to MSN with Clinical Nursing Leadership option require the completion of enough clinical hours for graduates to be eligible for the CNL™ certification exam. These practicum experiences allow students to enhance their skills in communication, teamwork, critical thinking and professionalism. The practicum courses include online classroom work, assignments, threaded discussions and a practicum project.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state in which they will complete their practicum.

Graduate Program Outcomes

The MSN degree program outcomes are aligned with the American Association of Colleges of Nursing publications, The Essentials of Baccalaureate Education for Professional Nursing (2008) and The Essentials of Master's Education in Nursing (2011). The expected outcomes for Chamberlain's Master of Science in Nursing (MSN) degree program are as follows:

1. Provide high-quality, safe, person-centered care grounded in holistic healthcare principles.

2. Create a caring environment for achieving quality health outcomes.

3. Engage in lifelong personal and professional growth through reflective practice and appreciation of cultural diversity.

4. Integrate professional values through scholarship and service in healthcare.

5. Promote positive health outcomes through compassionate, evidence-based, collaborative advanced nursing practice.

* The transferability of credits earned at Chamberlain University is at the discretion of the receiving college, university or other educational institution. See the Transferability of Credits section for more information.

Program Details – Accelerated RN to MSN Option & Accelerated RN to MSN with Clinical Nursing Leadership Option

Registered nurses with current, active RN licensure in the U.S. or a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN) may have up to 77 proficiency credit hours recognized through the Chamberlain Accelerated Articulation Plan (CAAP). This includes 37 general education credits* and 40 nursing credits. Academic proficiency credit reflects the prior education and learning experiences representing essential content for a basic nursing program leading to eligibility for registered nurse licensure. These credit hours reflect credit hours for courses, general education and nursing, currently in the Chamberlain BSN program. This content may be in specifically identified courses or threaded throughout the curriculum in other required coursework.

Program Details – Accelerated RN to MSN Option

Degree: Master of Science in Nursing
Semesters: 3 Full-time (45 credit hours)

Courses Area		Credit Hours
NR-513	Professional Role Enhancement	3
NR-514	Health Assessment*	3
NR-515	Informatics in Healthcare*	3
NR-516	Basic Research & Evidence-based Practice*	3
NR-517	Policy & Economics of Healthcare Delivery	3
NR-518	Population Health & Epidemiology in Nursing Practice	4
NR-519	Advanced Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology & Pharmacology	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry & Decision-making	4
NR-527	Communication & Collaboration for Advanced Nursing Practice	3
NR-528	Leading & Managing Evidence-based Change in Nursing	3
NR-529	Leadership & Management within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership & Management within the Complex Healthcare Systems	3
NR-662	Advanced Nursing Role Synthesis	4

Program Details – Accelerated RN to MSN with Clinical Nursing Leadership Option

Degree: Master of Science in Nursing
Semesters: 4 Full-time (52 credit hours)

Courses Area		Credit Hours
NR-513	Professional Role Enhancement	3
NR-514	Health Assessment*	3
NR-515	Informatics in Healthcare*	3
NR-516	Basic Research & Evidence-based Practice*	3
NR-517	Policy & Economics of Healthcare Delivery	3
NR-518	Population Health & Epidemiology in Nursing Practice	4
NR-519	Advanced Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology & Pharmacology	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry & Decision-making	4
NR-527	Communication & Collaboration for Advanced Nursing Practice	3
NR-528	Leading & Managing Evidence-based Change in Nursing	3
NR-529	Leadership & Management within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership & Management within the Complex Healthcare Systems	3
NR-663	Advanced Nursing Role Immersion – Part 1	4
NR-664	Advanced Nursing Role Immersion – Part 2	3
NR-665	Advanced Nursing Role Immersion – Part 3	4

NOTE: All coursework is considered Specialty Nursing Coursework unless otherwise noted with an asterisk (*) which designates Core Nursing Coursework.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

ACCELERATED MSN OPTION & ACCELERATED MSN WITH CLINICAL NURSING LEADERSHIP OPTION

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WHILE YOU WORK

ONLINE COURSEWORK

Total credit hours:

Accelerated MSN Option: 30

Accelerated MSN with Clinical Nursing Leadership Option: 37

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NOTE: Program/program option availability varies by state/location.

MASTER OF SCIENCE IN NURSING DEGREE PROGRAM OVERVIEW

• **Accelerated MSN Option**

• **Accelerated MSN with Clinical Nursing Leadership Option**

The **Accelerated MSN Option** and **Accelerated MSN with Clinical Nursing Leadership Option** are designed to prepare nurses for a variety of advanced roles in nursing practice, including those that require skill in delivering direct and indirect care; leading healthcare initiatives; and educating patients, staff, and the community. The curriculum for the Accelerated MSN Option provides an innovative, integrative design that is student-centered, learner-driven, and faculty-facilitated. The curriculum is designed to prepare the graduate to apply a systems approach to a variety of roles in nursing practice, from the micro-level to the meso-level of healthcare delivery, with emphasis on leadership, collaboration, interdisciplinary engagement, and process improvement. Integrated into the curriculum are the foundational principles of leadership, law and ethics, quality and safety, and use of evidence-based practice.

Because of the integrative design, time to completion is shortened in comparison to other tracks or options within Chamberlain's Master of Science in Nursing degree program. Within each 8-week session, the Accelerated MSN options allow students to complete courses and assignments within an individualized timeframe while maintaining weekly interaction with faculty in each course. This gives students more flexibility in managing work-life-family responsibilities while completing coursework.

Courses within the curriculum are application-based which allows the students to begin "practicing" what they are learning, in real time, at their workplaces. The curriculum provides nurses with advanced knowledge and preparation to:

• Use best practices and evidence-based interventions to ensure coordinated, safe, quality nursing care in complex health systems;

• Decrease fragmentation of healthcare services;

• Assist patients in navigating their healthcare;

• Assist patients in becoming partners in care;

• Lead quality improvements in clinical care for better patient outcomes;

• Assume accountability and responsibility for patient and systems outcomes.

The deliberate alignment of content to Clinical Nurse Leader (CNL™) competencies provides students with a Clinical Nursing Leadership option. Students pursuing the Clinical Nursing Leadership option not only complete the 144 hours of required practicum learning in the final required course of the Accelerated MSN option, but also complete elective practicum hours in two additional 8-week sessions with 144 hours of practicum in each session. These last three courses in the Accelerated MSN with Clinical Nursing Leadership Option require the completion of enough clinical hours for graduates to be eligible for the CNL™ certification exam. For more information about certification as a CNL, visit **aacnnursing.org/Portals/42/CNL/CNL-Certification-Guide.pdf**.

The curriculum is sequential, with prior coursework establishing foundational-concept mastery required for subsequent courses. Therefore, students may not take courses in a random sequence. However, students may individualize the pace for completing degree requirements by limiting or expanding the number of courses taken each session.

Upon successful completion of all degree requirements, the Master of Science in Nursing degree will be conferred.

Practicum Experiences

The practicum experience is the main focus and pedagogy in the Accelerated MSN Option and Accelerated MSN with Clinical Nursing Leadership option culminating course(s). This concentrated professional experience further prepares students for practice in the advanced generalist role. The practicum courses provide students an opportunity to apply newly developed skills and theoretical knowledge to real-world practice situations. Additionally, the last three courses in the Accelerated MSN with Clinical Nursing Leadership option require the completion of enough clinical hours for graduates to be eligible for the CNL™ certification exam. These practicum experiences allow students to enhance their skills in communication, teamwork, critical thinking and professionalism. The practicum courses include online classroom work, assignments, threaded discussions and a practicum project.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students are assisted in this effort by an experiential learning coordinator. Students must have an active and unrestricted nursing license in the state in which they will complete their practicum.

Graduate Program Outcomes

The MSN program outcomes are aligned with the American Association of Colleges of Nursing publications, The Essentials of Baccalaureate Education for Professional Nursing (2008) and The Essentials of Master's Education in Nursing (2011). The expected outcomes for Chamberlain's Master of Science in Nursing (MSN) degree program are as follows:

1. Provide high-quality, safe, person-centered care grounded in holistic healthcare principles.

2. Create a caring environment for achieving quality health outcomes.

3. Engage in lifelong personal and professional growth through reflective practice and appreciation of cultural diversity.

4. Integrate professional values through scholarship and service in healthcare.

5. Promote positive health outcomes through compassionate, evidence-based, collaborative advanced nursing practice.

Program Details – Accelerated MSN Option

Degree: Master of Science in Nursing
Semesters: 2 Full-Time (30 credit hours)

Courses for Accelerated MSN Option

Courses		Credits
NR-518	Population Health & Epidemiology in Nursing Practice*	4
NR-519	Advanced Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology & Pharmacology*	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry & Decision-making*	4
NR-527	Communication & Collaboration for Advanced Nursing Practice*	3
NR-528	Leading & Managing Evidence-based Change in Nursing	3
NR-529	Leadership and Management Within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership & Management Within the Complex Healthcare Systems	3
NR-662	Advanced Nursing Role Synthesis	4

Program Details – Accelerated MSN with Clinical Nursing Leadership Option

Degree: Master of Science in Nursing
Semesters: 3 Full-Time (37 credit hours)

Courses Accelerated MSN with Clinical Nursing Leadership Option

Courses		Credits
NR-518	Population Health & Epidemiology in Nursing Practice*	4
NR-519	Advanced Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology & Pharmacology*	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry & Decision-making*	4
NR-527	Communication & Collaboration for Advanced Nursing Practice*	3
NR-528	Leading & Managing Evidence-based Change in Nursing	3
NR-529	Leadership and Management Within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership & Management Within the Complex Healthcare Systems	3
NR-663	Advanced Nursing Role Immersion – Part 1	4
NR-664	Advanced Nursing Role Immersion – Part 2	3
NR-665	Advanced Nursing Role Immersion – Part 3	4

NOTE: All coursework is considered Specialty Nursing Coursework unless otherwise noted with an asterisk (*) which designates Core Nursing Coursework.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

NURSING CERTIFICATE PROGRAMS

CHOOSE FROM TEN CERTIFICATES:

Post-Baccalaureate

Post-Baccalaureate Certificate in Leadership
Foundations: 18 credit hours

Graduate

Graduate Certificate in Healthcare Policy: 12 credit hours

Graduate Certificate in Healthcare Policy
with Practicum: 18 credit hours

Graduate Certificate in Nursing Education: 12 credit hours

Graduate Certificate in Nursing Education
with Practicum: 18 credit hours

Graduate Certificate in Nursing Informatics: 9 credit hours

Graduate Certificate in Nursing Informatics
with Practicum: 18 credit hours*

Graduate Certificate in Nursing Leadership: 12 credit hours

Graduate Certificate in Nursing Leadership
with Practicum: 18 credit hours

Graduate Certificate in Population Health: 12 credit hours

Graduate Certificate in Population Health
with Practicum: 18 credit hours

Nurse Practitioner

Graduate Certificate in Adult-Gerontology Acute Care Nurse
Practitioner (AGACNP) with Practicum: 33 credit hours

Graduate Certificate in Adult-Gerontology Primary Care Nurse
Practitioner (AGPCNP) with Practicum: 30 credit hours

Graduate Certificate in Family Nurse Practitioner (FNP)
with Practicum: 30 credit hours

Graduate Certificate in Psychiatric-Mental Health Nurse
Practitioner (PMHNP) with Practicum: 32 credit hours

Advance your education WHILE YOU WORK

ONLINE COURSEWORK**

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NOTE: Program/program option availability varies by state/location.
NOTE: National certification exams are available to graduates in select specialties.
* 15 credit hours for students enrolled prior to March 2017.
** The NP programs require on-site clinical practicum
and on-site immersion and intensive reviews.

NURSING CERTIFICATE PROGRAMS OVERVIEW

Chamberlain Certificate Programs are designed to provide a pathway into beginning advanced practice for nurses who already have a baccalaureate degree and to provide a pathway into new areas of specialization for nurses who already have a master's degree in nursing. Chamberlain Certificate Programs are responsive to the call for nurses to be prepared in content areas critical to the future of the profession. Students in the Post-Baccalaureate Certificate program choose to complete courses currently provided in Chamberlain's Master of Science in Nursing (MSN) degree program while students in the Graduate Certificate Programs choose to complete the specialty track courses currently provided in the MSN degree program.

In this manner, the Certificate Programs offer access to the same courses, content, instruction and assessment provided to students who are pursuing a MSN degree, but with a specialty concentration.

Students must declare intent to pursue a certificate when completing the admissions application. Students earn a certificate by completing the required courses with a CGPA of 3.0 or higher on a 4.0 point scale and by complying with the academic policies of the MSN degree program, which can be found in the current academic catalog.

Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

The Graduate Certificate in AGACNP is designed to provide a pathway for nurses who already have a master's or doctoral degree in nursing and want to become Adult-Gerontology Acute Care Nurse Practitioners. Post-graduate certificate programs support master's and doctorally prepared nurses to enhance or change their career direction.

The AGACNP certificate offers the same adult-gerontology acute care specialty courses, content, instruction, assessment, lab hours and clinical hours to prepare students to care for adolescents, adults and older adults with acute, critical and complex conditions in acute care settings and sit for national certification as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). The graduate certificate curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 700 hours of clinical practicum work. A student may expect to complete the AGACNP Certificate in as few as one year and 10 months of full-time study comprised of two to three courses per semester, three semesters per year, for five and one-half semesters.

As part of the Master of Science in Nursing (MSN) or Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) curriculum, students will attend two on-ground immersion experiences and an on-ground intensive review session. The first immersion experience occurs during the NR-509: Advanced Physical Assessment course. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience *Chamberlain Care*.

The second immersion experience occurs during the NR-573: Advanced Acute Care Management Lab. The purpose of this immersion is to provide students with the opportunity to observe, participate in and be evaluated on advanced diagnostic and therapeutic skills needed in complex acute care settings. This immersion event allows students to work with faculty and fellow students to assess skill competency before entering the final two clinical rotations.

The on-ground intensive review session is offered during the last course in the program – NR-575: Acute Care Practicum II. The intensive review session will focus on final student preparation for advanced practice. Both the immersion and intensive events occur on ground at designated locations and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from the designated location, lodging and meals. Further details of the immersion events and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner graduate certificate are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, by the end of their first course. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program, but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact a Student Support Advisor to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meet the criteria established by Chamberlain. Students who are current nurse practitioners enrolling in an NP graduate certificate are highly encouraged to have a secured practicum site and preceptor upon admission to avoid delays in progression. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. Availability of the Graduate Certificate in AGACNP may be limited. Program, graduate certificate and specialty track approval varies by state.

Successful completion of Chamberlain's Graduate Certificate in AGACNP qualifies you to sit for national certification as an AGACNP. State licensure requirements for Advanced Practice Registered Nurses, including Adult-Gerontology Acute Care Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner program is approved to ensure our program meets the state's education requirement for licensure. Your state may have requirements in addition to graduating from an approved AGACNP program or receiving national AGACNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Nurses Credentialing Center.

Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

The Graduate Certificate in AGPCNP is designed to provide a pathway for nurses who already have a master's or doctoral degree in nursing and want to become Adult-Gerontology Primary Care Nurse Practitioners. Post-graduate certificate programs support master's and doctorally prepared nurses to enhance or change their career direction.

The AGPCNP certificate offers the same adult-gerontology primary care specialty courses, content, instruction, assessment, lab hours and clinical hours to prepare students to manage chronic health conditions, prevention and wellness in primary care settings for adolescents, adults and older adults and sit for national certification as an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP). The graduate certificate curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the AGPCNP Certificate in one year and eight months of full-time study comprised of two courses per semester, three semesters per year, for five semesters.

As part of the Master of Science in Nursing (MSN) or Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) curriculum, students will attend an on-ground immersion experience and an on-ground intensive review session. The immersion experience occurs during the NR-509: Advanced Physical Assessment course. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience *Chamberlain Care*®.

The on-ground intensive review session is offered during the last course in the program – NR-580: Adult-Gerontology Primary Care Capstone and Intensive. The intensive review session will focus on final student preparation for advanced practice. Both the immersion and intensive events occur on ground at designated locations and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review |session. Typical costs include travel to/from the designated location, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner graduate certificate are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, by the end of their first course. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact a Student Support Advisor to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meet the criteria established by Chamberlain. Students who are current nurse practitioners enrolling in an NP graduate certificate are highly encouraged to have a secured practicum site and preceptor upon admission to avoid delays in progression. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. Availability of the Graduate Certificate in AGPCNP may be limited. Program, graduate certificate and specialty track approval varies by state.

Successful completion of Chamberlain's Graduate Certificate in AGPCNP qualifies you to sit for national certification as an AGPCNP. State licensure requirements for Advanced Practice Registered Nurses, including Adult-Gerontology Primary Care Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner program is approved to ensure our program meets the state's education requirement for licensure. Your state may have requirements in addition to graduating from an approved AGPCNP program or receiving national AGPCNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Academy of Nurse Practitioners Certification Board or the American Nurses Credentialing Center.

Graduate Certificate in Family Nurse Practitioner (FNP)

The Graduate Certificate in FNP is designed to provide a pathway for nurses who already have a master's or doctoral degree in nursing and want to become Family Nurse Practitioners. Post-graduate certificate programs support master's and doctorally prepared nurses to enhance or change their career direction. The FNP certificate offers the same FNP specialty courses, content, instruction and assessment to prepare students to care for families in a primary care setting and sit for national certification as a Family Nurse Practitioner (FNP). The curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the FNP Certificate in as few as one and a half years of full-time study comprised of two courses per semester, three semesters per year, for five semesters.

As part of the Master of Science in Nursing (MSN) or Graduate Certificate in Family Nurse Practitioner (FNP) curriculum, you'll attend an on-ground immersion event and an on-ground intensive review session. The immersion event occurs during the NR-509 course, Advanced Physical Assessment. The purpose of the immersion is to provide you the opportunity to interact with your professors and fellow students, observe, participate and be evaluated on clinical assessment skills, thus ensuring your preparation for advanced learning within your practicum experiences. The immersion event allows faculty and staff to work with you and assess your clinical competency before entering clinical rotations. The immersion event also allows you to further experience *Chamberlain Care*®. An on-ground intensive review session occurs during the NR-667 course. The intensive review session will focus on final student preparation for advanced practice. Both events occur on ground at a designated location, and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from Illinois, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner graduate certificate are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, by the end of their first course. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact a Student Support Advisor to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meets the criteria established by Chamberlain. Students who are current nurse practitioners enrolling in an NP graduate certificate are highly encouraged to have a secured practicum site and preceptor upon admission to avoid delays in progression. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. Availability of the FNP Specialty Track or Graduate Certificate in FNP may be limited. Program, graduate certificate and specialty track approval vary by state.

Successful completion of Chamberlain's MSN FNP specialty track and Graduate Certificate in FNP qualifies you to sit for national certification as an FNP. State licensure requirements for Advanced Practice Registered Nurses, including Family Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where our Master of Science in Nursing degree program Family Nurse Practitioner specialty track is approved to ensure our program meets the state's education requirement for licensure. Your state may have requirements in addition to graduating from an approved FNP program or receiving national FNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Academy of Nurse Practitioners or American Nurses Credentialing Center.

Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (PMHNP)

The Graduate Certificate in PMHNP is designed to provide a pathway for nurses who already have a master's or doctoral degree in nursing and want to become Psychiatric-Mental Health Nurse Practitioners. Post-graduate certificate programs support master's and doctorally prepared nurses to enhance or change their career direction.

The PMHNP certificate offers the same psychiatric-mental health specialty courses, content, instruction, assessment, lab hours and clinical hours to prepare students to manage the mental healthcare needs for individuals, groups and communities across the lifespan and sit for national certification as a Psychiatric-Mental Health Nurse Practitioner. The graduate certificate curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the PMHNP Certificate in one year and eight months of full-time study comprised of two to three courses per semester, three semesters per year, for five semesters.

As part of the Master of Science in Nursing (MSN) or Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (PMHNP) curriculum, students will attend an on-ground immersion experience and an on-ground intensive review session. The immersion experience occurs during the NR-509: Advanced Physical Assessment course. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience *Chamberlain Care*®.

The on-ground intensive review session is offered during the last course in the program – NR-668: Psychiatric-Mental Health Capstone Practicum and Intensive. The intensive review session will focus on final student preparation for advanced practice. Both the immersion and intensive events occur on ground at designated locations and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from the designated location, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner graduate certificate are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, by the end of their first course. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program, but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact a Student Support Advisor to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meet the criteria established by Chamberlain. Students who are current nurse practitioners enrolling in an NP graduate certificate are highly encouraged to have a secured practicum site and preceptor upon admission to avoid delays in progression. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. Availability of the Graduate Certificate in PMHNP may be limited. Program, graduate certificate and specialty track approval varies by state.

Successful completion of Chamberlain's Graduate Certificate in PMHNP qualifies you to sit for national certification as an PMHNP. State licensure requirements for Advanced Practice Registered Nurses, including Psychiatric-Mental Health Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Graduate Certificate in Psychiatric-Mental-Health Nurse Practitioner program is approved to ensure our program meets the state's education requirement for licensure. Your state may have requirements in addition to graduating from an approved PMHNP program or receiving national PMHNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Nurses Credentialing Center.

Certificate Program Outcomes

Post-Baccalaureate

By completing the Post-Baccalaureate Certificate in Leadership Foundations, the student will have beginning advanced practice generalist knowledge, skills and ability essential for nurses that want to expand their current role in healthcare and enhance their opportunities for advancement. The Post-Baccalaureate Certificate in Leadership Foundations allows nurses to improve their performance in their current role related to policy, evidence-based practice and first-level leadership.

Graduate

By completing the Graduate Certificate in Healthcare Policy, the student will have the foundational knowledge, skills and ability essential for nurses in healthcare policy roles including leader, researcher, change agent, advocate and activist. The Graduate Certificate in Healthcare Policy allows nurses to maintain their role in organizational policy creation and implementation or advance their role into community, state, national and global healthcare policy-making within foundations, organizations and governments.

By completing the Graduate Certificate in Nursing Education, the student will gain knowledge and skills in the areas of educational theory, instructional methods, assessment and evaluation of learning and curriculum development. The nationwide shortage of qualified nursing faculty is a growing concern for the profession; the theoretical knowledge provided in the Graduate Certificate in Nursing Education program helps to prepare a registered nurse with a master's degree in nursing to move into nursing education in a faculty role.

The Graduate Certificate in Nursing Education program allows nurses to maintain their roles in education if they are currently working in a clinical or classroom instructor role or advance their roles should they want to change career paths. Students have the option of completing only the theory courses for the Nurse Educator Specialty Track. National certification exams are available to graduates in select specialties. For more information about national certification in nursing education, visit **nln.org/certification**.

By completing the Graduate Certificate in Nursing Informatics, the student will gain knowledge and skills in the practice of nursing informatics, which includes management of healthcare data and information and the use of data and Information for guiding decisions to improve processes and outcomes in healthcare settings.

In the U.S. healthcare system, data and its transformation into information are critical drivers of clinical decisions and achievement of healthcare quality and safety; consequently, the theoretical knowledge provided in the Graduate Certificate in Nursing Informatics program prepares a registered nurse with a master's degree in nursing to move into a variety of nursing informatics positions within healthcare delivery systems. The Graduate Certificate in Nursing Informatics program allows nurses to maintain employment in informatics or advance their roles should they want to change career paths to this specialty area that has growing demand.

Students have the option of completing only the theory courses for the Informatics Specialty Track. National certification exams are available to graduates in select specialties. For more information about national certification in nursing informatics, visit **nursecredentialing.org/certification**.

By completing the Graduate Certificate in Nursing Leadership, the student will build on clinical leadership skills necessary to advance within organizational structures through knowledge and ability for effective cross-disciplinary communication, creation and implementation of process improvement using change models, and learn negotiation and decision-making strategies. The Graduate Certificate in Nursing Leadership allows nurses to maintain current roles as informal leaders or to advance their career from the bedside to executive levels with increasing leadership experience. For more information, visit **chamberlain.edu/graduatecertificate**.

By completing the Graduate Certificate in Population Health, this will help the student to prepare for population-focused roles in advanced nursing practice, learning within the population health track centers on key competencies for population health professionals. These competencies include community engagement, community health assessment, community health improvement planning and action, health equity and cultural awareness, systems thinking and organizational planning and management.

Students learn about the foundations for population health practice, and continue through coursework that addresses application of the nursing process to target populations as the recipient of care. From assessment and planning to intervention and evaluation, students will be actively engaged in interactive learning experiences, policy analysis activities, peer and interprofessional engagement, unfolding case scenarios, learning activities that integrate the competencies for population health professionals, and reflective practice.

For more information, visit **chamberlain.edu/graduatecertificate**.

Nurse Practitioner

By completing the Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner, the student will have the knowledge, skills and ability to care for adolescents, adults and older adults with acute, critical and complex conditions a variety of acute care settings and sit for national certification as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP).

By completing the Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner, the student will have the knowledge, skills and ability to care for adolescents, adults and older adults in management of chronic health conditions, prevention and wellness in primary care settings in a primary care setting and sit for national certification as an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP).

By completing the Graduate Certificate in Family Nurse Practitioner, the student will have the knowledge, skills and ability to care for families in a primary care setting and sit for national certification as a Family Nurse Practitioner (FNP).

By completing the Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner, the student will have the knowledge, skills and ability to manage the mental healthcare needs for individuals, groups and communities across the lifespan and sit for national certification as a Psychiatric-Mental Health Nurse Practitioner (PMHNP).

Program Details – Post-Baccalaureate Certificate in Leadership Foundations

Certificate: Post-Baccalaureate Certificate in Leadership Foundations
Semesters: 3 Full Time Without Practicum (18 credit hours)

Core Courses for Post-Baccalaureate Certificate in Leadership Foundations

Courses		Credits
NR-500	Foundational Concepts and Applications	3
NR-501	Theoretical Basis for Advanced Nursing Practice	3
NR-504	Leadership in Nursing Practice: Role Development	3
NR-505	Advanced Research Methods: Evidence-based Practice	3
NR-506	Healthcare Policy	3
NR-512	Fundamentals of Nursing Informatics	3

Program Details – Graduate Certificate in Healthcare Policy: With or Without Practicum

Certificate: Graduate Certificate in Healthcare Policy
Semesters: 3 Full Time With Practicum (18 credit hours)
**   2 Full Time Without Practicum (12 credit hours)**

Specialty Courses for Graduate Certificate in Healthcare Policy

Courses		Credits
NR-551	Healthcare Systems, Politics & Policy	3
NR-552	Economics of Healthcare Policy	3
NR-553	Global Health	3
NR-554	The Nurse Leader & Healthcare Policy	3

Optional Healthcare Policy Practicum

Courses		Credits
NR-651	Healthcare Policy Concluding Graduate Experience I	3
NR-652	Healthcare Policy Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

Program Details – Graduate Certificate in Nursing Education: With or Without Practicum

Certificate: Graduate Certificate in Nursing Education
Semesters: 3 Full Time With Practicum (18 credit hours)
**   2 Full Time Without Practicum (12 credit hours)**

Specialty Courses for Nursing Education Certificate

Courses		Credits
NR-524	Curriculum Development	3
NR-535	Theoretical Foundations and Instructional Strategies for the Nurse Educator	3
NR-536	Advanced Health Assessment, Pathophysiology & Pharmacology for Advanced Nursing Practice	3
NR-537	Assessment and Evaluation in Education	3

Optional Nursing Education Practicum

Courses		Credits
NR-621	Nurse Educator Concluding Graduate Experience I	3
NR-622	Nurse Educator Concluding Graduate Experience II	3

Program Details – Graduate Certificate in Nursing Informatics: With or Without Practicum

Certificate: Graduate Certificate in Nursing Informatics
Semesters: 3 Full Time With Practicum (18 credit hours)
**   1.5 Full Time Without Practicum (9 credit hours)***

Specialty Courses for Nursing Informatics Certificate

Courses		Credits
NR-541	Practice of Nursing Informatics	3
NR-542	Managing Data & Information	3
NR-543	Information Workflow in Healthcare	3

Optional Nursing Informatics Practicum

Courses		Credits
NR-640B	Informatics Nurse Specialist Practicum	3
NR-642	Nursing Informatics Concluding Graduate Experience I	3
NR-643	Nursing Informatics Concluding Graduate Experience II	3

* Without the practicum, students may not be eligible for certification; for additional details, check certification criteria.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

Program Details – Graduate Certificate in Nursing Leadership: With or Without Practicum

Certificate: Graduate Certificate in Nursing Leadership

Semesters: 3 Full Time With Practicum (18 credit hours)
2 Full Time Without Practicum (12 credit hours)

Specialty Courses for Nursing Leadership Certificate

Courses		Credits
NR-531	Nursing Leadership in Healthcare Organizations	3
NR-532	Healthcare Operational Planning and Management	3
NR-533	Financial Management in Healthcare Organizations	3
NR-534	Healthcare Systems Management	3

Optional Nursing Leadership Practicum

Courses		Credits
NR-631	Graduate Certificate in Nursing Leadership Concluding Graduate Experience I	3
NR-632	Graduate Certificate in Nursing Leadership Concluding Graduate Experience II	3

Program Details – Graduate Certificate in Population Health: With or Without Practicum

Certificate: Graduate Certificate in Population Health

Semesters: 3 Full Time With Practicum (18 credit hours)
2 Full Time Without Practicum (12 credit hours)

Specialty Courses for Population Health Certificate

Courses		Credits
NR-530	Foundations of Population Health	3
NR-538	Population Health I: Assessment & Analysis of Data	3
NR-539	Population Health II: Planning, Implementation & Evaluation	3
NR-540	Leading & Managing Population Health	3

Optional Population Health Practicum

Courses		Credits
NR-611	Population Health Concluding Graduate Experience I	3
NR-612	Population Health Concluding Graduate Experience II	3

For the most up-to-date curriculum grids,
visit **chamberlain.edu/curriculum**.

Program Details – Graduate Certificate in Adult-Gerontology
Acute Care Nurse Practitioner (AGACNP) with Practicum

Certificate: Graduate Certificate in Adult-Gerontology
Acute Care Nurse Practitioner (AGACNP)
Semesters: 5.5 Full Time With Practicum (33 credit hours)

Courses for Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-506NP	Healthcare Policy & Leadership	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment*	3
NR-567	Advanced Pharmacology for the Adult-Gerontology Acute Care Nurse Practitioner	3
NR-569	Differential Diagnosis in Acute Care Practicum	3
NR-570	Common Diagnosis & Management in Acute Care Practicum	3
NR-571	Complex Diagnosis & Management in Acute Care Practicum	3
NR-572	Advanced Acute Care Management	2.5
NR-573	Advanced Acute Care Management Lab**	0.5
NR-574	Acute Care Practicum I	3
NR-575	Acute Care Practicum II***	3

*   As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

** As part of this course, students will attend a second on-ground immersion weekend. The purpose of this immersion is to provide students with the opportunity to observe, participate in and be evaluated on advanced diagnostic and therapeutic skills needed in complex acute care settings. This immersion event allows students to work with faculty and fellow students to assess skill competency before entering the final two clinical rotations.

*** As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

Program Details – Graduate Certificate in Adult-Gerontology
Primary Care Nurse Practitioner (AGPCNP) with Practicum

Certificate: Graduate Certificate in Adult-Gerontology
Primary Care Nurse Practitioner (AGPCNP)
Semesters: 5 Full Time With Practicum (30 credit hours)

Courses for Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-506NP	Healthcare Policy & Leadership	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment*	3
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner	3
NR-576	Differential Diagnosis in Adult-Gerontology Primary Care Practicum	3
NR-577	Primary Care Management of Adolescents & Adults	3
NR-578	Primary Care Management of Older Adults	3
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum	3
NR-580	Adult-Gerontology Primary Care Capstone & Intensive**	3

* As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

** As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

Program Details – Graduate Certificate in
Family Nurse Practitioner (FNP) with Practicum

Certificate: Graduate Certificate in FNP
Semesters: 5 Full Time With Practicum (30 credit hours)

Courses for Family Nurse Practitioner (FNP) (For students enrolled prior to March 2020)

Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-508	Advanced Pharmacology	3
NR-509	Advanced Physical Assessment*	3
NR-510	Leadership & Role Development of the Advanced Practice Nurse	3
NR-511	Differential Diagnosis & Primary Care Practicum	3
NR-601	Primary Care of the Maturing & Aged Family Practicum	3
NR-602	Primary Care of the Childbearing & Childrearing Family Practicum	3
NR-603	Advanced Clinical Diagnosis & Practice Across the Lifespan Practicum	3
NR-667	FNP Capstone Practicum and Intensive**	3

Program Details – Graduate Certificate in
Family Nurse Practitioner (FNP) with Practicum

Certificate: Graduate Certificate in FNP
Semesters: 5 Full Time With Practicum (30 credit hours)

Courses for Family Nurse Practitioner (FNP) (Effective March 2020)

Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-506NP	Healthcare Policy & Leadership	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment*	3
NR-511	Differential Diagnosis & Primary Care Practicum	3
NR-566	Advanced Pharmacology for Care of the Family	3
NR-601	Primary Care of the Maturing & Aged Family Practicum	3
NR-602	Primary Care of the Childbearing & Childrearing Family Practicum	3
NR-603	Advanced Clinical Diagnosis & Practice Across the Lifespan Practicum	3
NR-667	FNP Capstone Practicum and Intensive**	3

* As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

** As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

Program Details – Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (PMHNP) with Practicum

Certificate: Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (PMHNP)
Semesters: 5 Full Time With Practicum (32 credit hours)

Courses for Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Courses		Credits
NR-503	Population Health, Epidemiology & Statistical Principles	3
NR-506NP	Healthcare Policy & Leadership	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment*	3
NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NR-547	Differential Diagnosis in Psychiatric-Mental Health Across the Lifespan Practicum	3
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner	3
NR-605	Diagnosis & Management in Psychiatric-Mental Health Across the Lifespan I Practicum	3
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum	3
NR-607	Diagnosis and Management in Psychiatric-Mental Health III Practicum	3
NR-668	Psychiatric-Mental Health Capstone Practicum and Intensive**	3

* As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

** As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

For the most up-to-date curriculum grids,
visit **chamberlain.edu/curriculum**.

Master's Degree Program Practicum

SPECIALTY TRACKS

The culminating course(s) of each of the five Master of Science in Nursing (MSN) specialty tracks is/are the practicum experience(s). The practicum course(s) provide students an opportunity to apply newly developed skills and theoretical knowledge to real-world practice situations. Prior to these unique courses, the student will have demonstrated an understanding of the theoretical foundations of the specialty track. This concentrated professional experience further prepares students for an advanced practice role. Additionally, it allows students to enhance their skills in communication, teamwork, critical thinking and professionalism. The practicum course(s) include online classroom work, assignments, discussions and a practicum project.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address.

Students must secure an acceptable site and submit the practicum application paperwork a minimum of 120 days prior to the start of the practicum course(s). Each student must select an MSN-prepared nurse mentor with experience in the student's project focus and appropriate track. In collaboration with the practicum-course instructor and the practicum mentor, the student must execute a learning agreement that addresses the expected learning outcomes for the practicum and the means of measuring success.

During the practicum, the student must advise the mentor or preceptor of course requirements and personal learning objectives. The student is also responsible for keeping a practicum log or learning journal accurately reflecting activities, hours spent in the practicum and the means of meeting course requirements. The student's practicum-course instructor is responsible for evaluating the student's performance and all associated assignments completed during the practicum. The student is responsible for making travel arrangements, complying with Chamberlain and agency health and screening requirements at the practicum site and incurring all related expenses.

For more information, see the Chamberlain Practicum and Mentor Handbooks or contact the MSN experiential learning coordinator.

NURSE PRACTITIONER (NP) SPECIALTY TRACKS

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track has a total of 700 clinical hours in the final six courses. Students must secure acceptable sites and preceptors and submit the practicum application paperwork a minimum of 120 days (two sessions or four months) prior to the start of the practicum courses. Each student must secure the services of qualified preceptors with the appropriate experience as required by the specific nurse practitioner program. Progression through the practicum courses can only proceed when students have approved sites

and preceptors. Preceptors can be nurse practitioners, physician assistants (depending on state regulations) or physicians. Site approvals depend on appropriateness for setting (acute care), population (adolescents, adults and older adults), and the particular practicum course.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track students should plan for experiences in clinical sites that provide high-intensity environments demanding rapid critical thinking serving adolescents, adults and older adults to fulfill learning needs to meet Adult-Gerontology Acute Care Nurse Practitioner competency requirements. Students are responsible for finding appropriate sites and are assisted in this effort by an experiential learning coordinator. Appropriate clinical settings include urgent care centers, emergency departments, inpatient medical-surgical or specialty units, critical care units, and hospital-to-clinic settings. Practicum courses include NR-569, NR-570, NR-571, NR-572, NR-574 and NR-575.

The final five courses in the **Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track** have 125 clinical hours each for a total of 625 clinical hours. Students must secure acceptable sites and preceptors and submit the practicum application paperwork a minimum of 120 days (two sessions or four months) prior to the start of the practicum courses. Each student must secure the services of qualified preceptors with the appropriate experience as required by the specific nurse practitioner program. Progression through the practicum courses can only proceed when students have approved sites and preceptors. Preceptors can be nurse practitioners, physician assistants (depending on state regulations) or physicians. Site approvals depend on appropriateness for setting (primary care), population (adolescents, adults and older adults), and the particular practicum course.

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track student should plan for experiences in clinical sites that provide primary care to adolescents, adults and older adults to fulfill learning needs to meet Adult-Gerontology Primary Care Nurse Practitioner competency requirements. The student is responsible for finding appropriate sites and is assisted with this effort by an experiential learning coordinator. Generalist practice in internal medicine practices, long-term care facilities, and clinics providing primary care such as health departments or hospital-based primary care clinics are encouraged. Specialty areas are limited to later practicum courses and depend upon the student's mastery of general primary care clinical knowledge and skills. Practicum courses include NR-576, NR-577, NR-578, NR-579 and NR-580.

The final five courses in the **Family Nurse Practitioner (FNP) Specialty Track** have 125 clinical hours each. Students must secure an acceptable site and preceptor and submit the practicum application paperwork a minimum of 120 days (two sessions or four months) prior to the start of the practicum courses. Each student must secure the services of a qualified preceptor with the appropriate experience as required by the FNP program. Progression through the practicum courses can only proceed when students have an approved site and preceptor. Preceptors can be nurse practitioners, physician assistants (depending on state regulations) or physicians. Site approval depends on appropriateness for family practice and the particular practicum course. The student should plan for experiences in clinical sites that cover the entire lifespan to fulfill learning needs to meet Family Nurse Practitioner competency requirements.

The final five courses in the **Psychiatric-Mental Health Nurse Practitioner (PMHNP) Specialty Track** require a minimum of 125 clinical hours each. Students must secure an acceptable site and preceptor and submit the practicum application paperwork a minimum of 120 days (two sessions or four months) prior to the start of the practicum courses. Each student must secure the services of a qualified preceptor with the appropriate experience as required by the PMHNP program. Progression through the practicum courses can only proceed when students have an approved site and preceptor. Preceptors can be psychiatric-mental health nurse practitioners or psychiatrists. Certified nurse practitioners from other specialties and physicians assistants will be allowed consideration as PMHNP preceptors with three years of recent mental health experience within the last five years. Psychotherapy preceptors also may include psychologists, licensed clinical social workers or licensed counselors who provide individual or group therapy in a mental health practice setting.

Site approval depends on appropriateness for managing patients with psychiatric-mental health conditions and the particular practicum course. The student should plan for experiences in clinical sites that provide psychiatric-mental health care across the lifespan to fulfill learning needs to achieve Psychiatric-Mental Health Nurse Practitioner competency requirements.

Students are required to obtain experience with children, adolescents and adults as well as with individual and group therapy in a least two modalities to meet national certification requirements. Outpatient psychiatric mental health offices, mental health centers, therapist offices, inpatient psychiatric units and freestanding facilities with inpatient and intensive outpatient services providing care across the lifespan are encouraged. Specialty areas are limited to later practicum courses and depend upon the student's mastery of general mental health clinical knowledge and skills. Practicum courses include NR-547, NR-605, NR-606, NR-607 and NR-668. Sites must be approved before the student can enroll in these courses.

The student is also responsible for keeping a practicum log in the Chamberlain approved software accurately and honestly reflecting activities, hours spent in the practicum and the means of meeting course requirements. The student's practicum-course instructor is responsible for evaluating the student's performance and all associated assignments completed during the practicum experience. The student is responsible for knowing and complying with documentation standards for clinical activities as set and updated by the program and found in each practicum course content or syllabus. The student is responsible for making travel arrangements, complying with Chamberlain and agency health and screening requirements at the practicum site and incurring all related expenses.

For more information, see the Chamberlain Practicum and Preceptor Handbooks or contact the experiential learning coordinator.

COLLEGE OF NURSING TECHNICAL STANDARDS

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary nurses. Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve patients' health outcomes in communities across various fields of care.

When considering a nursing program, the student must evaluate their abilities and skills. To succeed in a pre-licensure nursing program or post-graduate nursing program, a student must possess certain abilities and skills deemed essential functions for the care of the patients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards.

Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's pre-licensure or post-graduate nursing degree program must have abilities and skills in five areas: Acquiring Information, Developing Communication, Use and Interpretation of Data, Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor) and Developing Appropriate Professional Approaches (Behavior and Character).

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at **adaofficer@chamberlain.edu**.

Acquiring Knowledge:

- Must demonstrate ability to learn in classroom and education settings, to find sources of information and acquire the knowledge as well as to be a life-long learner who can adapt their skills to new developments and techniques.

- Acquire knowledge from demonstrations and experiences in didactic, experiential learning and clinical environments, which include group and physical demonstrations.

- Acquire knowledge from written documents and electronic systems which include scholarly articles and journals.

- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication.

Developing Communication:

- Must demonstrate communication skills for sensitive and effective interactions with patients, families and/or communities and teams.

- Communicate effectively with faculty, preceptors and all members of the healthcare team in didactic, experiential learning and clinical environments.

- Elicit information including a medical history and other details to adequately and effectively evaluate a patient's condition.

- Maintain accurate patient records.

- Communicate effectively in order to elicit information, describe changes in mood, activity cognition and posture and assess communications.

- Deliver communication that is concise, pertinent and complete to ensure safe transitions in care or elicit action in critical situations.

Use and Interpretation of Data:

- Must accurately perform physical examinations and diagnostic exercises to assess and monitor health needs.

- Be proficient in performing and directing basic laboratory testing.

- Must meet applicable safety standards for the environment and follow universal precaution procedures.

- Use and interpret information from assessment techniques/maneuvers such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.

- Use and interpret information related to physiologic phenomena generated from diagnostic tools (i.e., sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a patient.

- Obtain and interpret information from assessment of patient's/client's environment and responses to health across the continuum (spanning time and differing circumstances).

Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor):

- Synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy and plan of care.

- Measure, calculate, reason, analyze and synthesize data related to patient diagnosis and treatment of patients.

- Re-evaluate plan of care and make appropriate changes based on patient's clinical indicators as well as physiologic and psychologic response.

- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared.

- Ask for help when needed and make proper judgments of when a nursing task can or cannot be carried out alone.

- Possess psychomotor skills necessary to provide holistic nursing care and perform or assist with procedures, treatments and medication administration.

- Practice in a safe manner.

- Appropriately provide care in emergencies and life support procedures.

- Perform universal precautions against contamination.

- Develop and evaluate plans of care.

Developing Appropriate Professional Approaches (Behavior and Character):

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity inherent in the clinical problems of patients.

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.

- Exercise skills of diplomacy to advocate for patients' needs.

- Manifest concern for others.

- Demonstrate integrity, accountability, interest and motivation.

- Demonstrate intent and willingness to follow the American Nurses Association (ANA) Standards of Care and Nursing Code of Ethics.

COMPLIANCE DOCUMENTATION – ALL MSN SPECIALTY TRACKS

Health, integrity and regulatory compliance are of the utmost importance among students charged with professional nursing care. Students must comply with various requirements regarding health, background, education, licensure and other stipulations, depending upon the student's specialty track and the requirements of each practicum site. Students in the non-NP specialty tracks should work with an experiential learning coordinator to ensure they are meeting all compliance requirements. The practicum site may request various requirements of the student. It is the student's responsibility to ensure all requirements are understood and completed prior to the beginning of the practicum experience. These can include but are not limited to: background check, drug screening, immunizations and proof of health insurance.

HEALTHCARE COMPLIANCE* DOCUMENTATION – NURSE PRACTITIONER (NP) SPECIALTY TRACKS

All Nurse Practitioner (NP) students must submit copies of personal health records to Chamberlain via the healthcare requirements tracking website (fax or email only when directed) and maintain originals for future use. NP students are required to carry personal health insurance and must present proof of health insurance annually and when required by a clinical site. Students should begin submitting healthcare compliance documents when directed (approximately 120 days prior to the first practicum course). Complete healthcare compliance documentation should be provided no later than 30 days prior to the start of each practicum. Chamberlain NP required healthcare compliance documentation can be found in the Nurse Practitioner Healthcare Compliance Workbook.

For tracking and public health management purposes, the non-directory information of students may be shared with clinical sites at which a student is studying, working or gaining clinical experience. Students can contact their student support advisor for more information.

* Chamberlain University utilizes CDC guidelines for healthcare workers and state-specific mandates as a baseline for all healthcare compliance requirements.

NOTE: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state or requirements. Additional out of pocket fees may apply due to state Board of Nursing and site requirements; see your admission representative for additional information.

NP specialty track students requiring clinical sites and/or preceptors must cooperate with the experiential learning coordinator to ensure that clinical sites are identified, established and scheduled and that the qualifications of preceptors are verified. Clinical sites and preceptors must be confirmed by the experiential learning coordinator and course faculty prior to registration for any practicum course. Individual states and/or clinical facilities may have additional requirements.

NP specialty track students must be in compliance with all requirements 30 days prior to the start of each practicum. Failure to submit all compliance requirements by the deadlines may make the student ineligible to register for classes or attend practicums until required documentation is received and accepted.

Students who are non-compliant in any session may be denied admission to clinical agencies. This could ultimately result in a student failing a course and/or being dropped from the program. Students declaring a Nurse Practitioner specialty track of the Master of Science in Nursing degree program are required to clear a background check and fingerprint screen, through a Chamberlain preferred vendor, before registering for any of the NP specialty courses. Practicum sites may require an additional clearance nearer to the time of practicum. Failure to comply with background, drug screening and fingerprint clearance (as required) or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain.

INSURANCE

Students in the MSN-NP Specialty Track degree programs are required to submit proof of health insurance annually. MSN-NP Specialty Track degree program students without injury and sickness insurance may be denied access to clinical facilities and therefore may be unable to complete their degree program.

Group injury and sickness insurance plans are available to all Chamberlain students. Coverage is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Optional coverage for students' spouses and/or children is available when signing up for coverage. Rates and policy periods are subject to change each new policy term. Insurance is not mandatory for post-licensure graduate students in other MSN Specialty Tracks unless required by a practicum site.

Detailed enrollment information is available on the Chamberlain website at **chamberlain.edu/studentinsurance**.

More information is available from the National Healthcare Compliance Department: **cuhealthcarecompliance@chamberlain.edu**

Students residing outside the U.S. are not eligible for this insurance. The student assumes all financial responsibility associated with their own healthcare.

NURSE PRACTITIONER TRACKS ONLY

Nurse practitioner (NP) students must submit copies of personal health records to Chamberlain via the healthcare requirements tracking website (fax or email only when directed) and maintain originals for future use. NP students are required to carry personal health insurance and must present proof of health insurance annually and when required by a clinical site. Students should begin submitting healthcare compliance documents when directed (approximately 120 days prior to their first practicum course). Complete healthcare compliance documentation should be provided no later than 30 days prior to the start of each practicum. A list of Chamberlain NP required healthcare compliance documentation can be found in the Nurse Practitioner Healthcare Compliance Workbook.

For tracking and public health management purposes, the non-directory information of students may be shared with clinical sites at which a student is studying, working or gaining clinical experience. Contact your student support advisor for more information.

NP specialty track students requiring clinical sites and/or preceptors must cooperate with the experiential learning coordinator to ensure that clinical sites are identified, established and scheduled and that the qualifications of the preceptor are verified. A clinical site and/or clinical preceptor must be confirmed by the experiential learning coordinator and course faculty prior to registration for any practicum course. Individual states and/or clinical facilities may have additional requirements.

NP specialty track students must be in compliance with all requirements 30 days prior to the start of each practicum. Failure to submit all compliance requirements by the deadlines may make the student ineligible to register for classes or attend practicums until required documentation is received and accepted.

Students who are non-compliant in any session may be denied admission to clinical agencies. This could ultimately result in a student failing a course and/or being dropped from the program. Students declaring a nurse practitioner (NP) Specialty Track of the Master of Science in Nursing degree program are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, before registering for any of the NP specialty courses. Students declaring any NP track will have their license reviewed for past sanctions, violations and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Students may be denied entry related to current and past infractions at the discretion of the Dean. Practicum sites may require an additional clearance nearer to the time of practicum. Failure to comply with the drug screen or background and fingerprint checks (as required) or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain.

Program Descriptions — Doctoral

DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM

Graduate Post-Licensure Doctoral

Earn your DNP in
AS FEW AS **6** SEMESTERS
of year-round, full-time enrollment

Nurses striving for the highest level of professional practice in their specialty area.

Advance your nursing practice

All coursework 100 PERCENT ONLINE

DNP ELECTIVE COURSE SEQUENCES

Advanced Practice Leadership
Educational Leadership
Healthcare Systems Leadership

Total credit hours: 32-40*

chamberlain.edu/dnp

* Credit hours required will vary, depending on practicum hours transcripted from student's master's degree in nursing program. Students must complete a minimum of 1000 post-baccalaureate practicum hours to meet accrediting body requirements for the Doctor of Nursing Practice degree.

NOTE: Program/program option availability varies by state/location.

PROGRAM OVERVIEW

The Doctor of Nursing Practice (DNP) degree program is a post-master's professional degree program designed to prepare graduates to deliver, either directly or indirectly, the highest level of nursing practice. The Chamberlain DNP degree program is practice-focused and prepares graduates to analyze, synthesize and apply scientific reasoning at the highest level to plan, design, implement and evaluate care for individuals, families and populations in an effort to improve healthcare outcomes. DNP graduates will be prepared to lead teams of intra- and inter-professional colleagues, care for vulnerable, culturally diverse populations and assume the role of a transformational leader in a complex healthcare delivery system. They will enhance patient-driven care, make evidence-based practice change and be mentors and role models to other nurses aspiring to lead and change healthcare in the 21st century and beyond. The curriculum is grounded in the eight essentials outlined in the American Association of Colleges of Nursing document, The Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials) (AACN, 2006) and the NLN Competencies for Graduates of Nursing Programs.

Chamberlain's DNP degree program bases its program and curriculum on input from key constituencies including, but not limited to, the Institute of Medicine, Quality and Safety Education for Nurses and other national initiatives focusing on change and transformation to promote patient safety, nurse vitality and quality care outcomes in a culturally diverse society. The DNP curriculum provides core nursing courses addressing each of the DNP Essentials. The courses guide students to develop and advance their practice to new levels, advancing their expertise in a variety of topics. For students enrolled prior to the July 2021 session, the four Project and Practicum courses provide the opportunity for the learner to design, implement and evaluate a project aimed at changing practice in a healthcare delivery setting chosen by the student. Chamberlain's DNP program prepares graduates to lead in today's increasingly complex healthcare environment on the front lines of clinical practice, administration, education and shaping health policy.

Beginning with the July 2021 session*, students enrolling in the DNP degree program complete six core courses, implement and evaluate a project of their choosing in five Project and Practicum courses, and tailor their degree with a two-course elective sequence in one of the following areas:

The **Advanced Practice Leadership** elective sequence is designed for advanced practice registered nurses (APRNs) and prepares graduates to lead, analyze and influence nursing practice and transform healthcare systems to enhance the quality of care and improve patient outcomes.

* Students enrolled prior to July 2021 and readmit students can reference the academic catalog in effect at the time of the matriculation for their curriculum or contact their student support advisor.

In addition to the DNP core courses, students will complete two courses that focus on leadership development and the application of translational science in the direct care of populations across a wellness to illness continuum.

The **Educational Leadership** elective sequence is designed for nurses with experience or advanced education in teaching nursing academics or continuing education and prepares graduates to impact nursing practice and patient outcomes through the design, implementation and evaluation of educational initiatives across settings. In addition to the DNP core courses, students will complete two elective courses that focus on the role of the educator in facilitating learning and educational leadership across settings.

The **Healthcare Systems Leadership** elective sequence is designed for registered nurses with a master's degree in nursing who are not APRNs and who have indirect care roles such as nurse executives, nurse informaticists and healthcare policy leaders. In addition to the DNP core courses, students will complete two elective courses that focus on the application of translational science to identify problems, propose solutions and implement change for healthcare systems as a whole.

The DNP degree program has a healthcare leadership focus and is designed to prepare nurses with advanced degrees to lead practice change for the profession and healthcare delivery system. Students must complete a minimum of 1,024 post-baccalaureate practicum hours to meet the requirements for the Doctor of Nursing Practice (DNP) degree. The 1,024 practice hours may include up to 512 practicum hours completed in master's degree programs. Credit hours required in the DNP degree program will vary depending on qualifying practicum hours transcripted from the student's Master of Science in Nursing degree program. Qualifying practicum hours are those directed toward meeting the objectives of the foci for DNP programs as identified in the DNP Essentials: an advanced practice nursing direct care focus, or an aggregate/systems/organizational focus, or both. Students may expect to complete two courses per semester over a total of six semesters.

Upon admission to the DNP degree program, the student's post-baccalaureate graduate transcript(s) will be evaluated and the number of qualifying practicum hours determined. Sixty-four qualifying practicum hours will be required to earn one practicum credit hour. Partial credit hours will not be granted. Practicum hours earned in a Master of Science in Nursing degree program that focused on nursing education do not qualify as DNP practicum hours, as education-focused practicum hours do not meet criteria established by the Commission on Collegiate Nursing Education. The number of practicum hours previously transcripted, up to 512 contact hours, will be deducted from the 1024 practicum hours required for completion of the DNP program. The remaining hours will be divided among the four required practicum courses and credit hours assigned accordingly. The four DNP practicum courses each contain a minimum of 128 and a maximum of 256 contact hours, for a total of 512-1024 practicum hours. Students must complete a minimum of 512 practicum hours regardless of the number of practicum hours transcripted from other graduate degrees. The ratio of semester credit hours to practicum contact hours is 1:4. Students will be notified at the time of admission to request a letter from their MSN program indicating the number of practicum hours completed. Upon completion of the program, all students will demonstrate achievement of course and program outcomes and the DNP Essentials.

Program Outcomes

The expected outcomes for Chamberlain's Doctor of Nursing Practice (DNP) degree program are as follows:

1. Apply biophysical, psychosocial, sociopolitical and cultural principles to integrative healthcare economics, nursing science and ethics in evidence-based advanced nursing practice to improve the nation's health using cultural humility and population-focused healthcare that is holistic and person-centered (DNP/E:VII,VIII; DNP/C:I-IV).

2. Formulate a professional identity leadership role as an extraordinary DNP-prepared nurse in application, formation and reformation of health policy and advocacy in healthcare at micro, meso and macro levels (DNP/E:V; DNP/C:III-IV).

3. Synthesize scientific methods and underpinnings to develop best practices with a spirit of inquiry to shape advanced nursing judgment and systems of care for person/family and populations to improve care-focused outcomes (DNP/E:I,III; DNP/C:I,III-IV).

4. Build advanced nursing practice on relationship-based care and care-focused delivery models that embrace political, ethical, professional, economic, socially just and culturally appropriate services across healthcare systems (DNP/E:VIII; DNP/C:II-IV).

5. Integrate scientific-based theories and concepts that facilitate best practices with a spirit of inquiry for the nature and significance of health and healthcare delivery phenomena with strategies to improve healthcare delivery and outcomes, appreciating theory-based healthcare for evidence-based practice (DNP/E:I,III; DNP/C:I,III-IV).

6. Distinguish organizational and transformational leadership that fosters and promotes patient safety, human flourishing, integration of healthcare technology and informatics to improve patient safety and care-focused outcomes for quality improvement and systems thinking that improves and transforms healthcare (DNP/E:II,IV; DNP/C: I-III).

7. Assimilate concepts of healthcare technology and informatics to make data-driven decisions that inform advanced nursing practice and person-centered care systems that are nurse-sensitive and person/family- and population-focused (DNP/E:IV; DNP/C:I-III).

8. Exercise intra- and inter-professional collaboration as an extraordinary DNP-prepared nursing role model for collegiality and professionalism across healthcare systems to facilitate optimal care and care-focused outcomes that improve person/family and population health or practice outcomes (DNP/E:VI; DNP/C:I-III).

9. Analyze conceptual and analytical skills in evaluating links among practice, organization, population, fiscal and policy issues as a basis for transformational change across healthcare systems (DNP/E:V; DNP/C:III-IV).

COLLEGE OF NURSING
TECHNICAL STANDARDS

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary nurses. Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve patients' health outcomes in communities across various fields of care.

When considering a nursing program, the student must evaluate their abilities and skills. To succeed in a pre-licensure nursing program or post-graduate nursing program, a student must possess certain abilities and skills deemed essential functions for the care of the patients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards.

Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's pre-licensure or post-graduate nursing degree program must have abilities and skills in five areas: Acquiring Information, Developing Communication, Use and Interpretation of Data, Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor) and Developing Appropriate Professional Approaches (Behavior and Character).

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at **adaofficer@chamberlain.edu**.

Acquiring Knowledge:

- Must demonstrate ability to learn in classroom and education settings, to find sources of information and acquire the knowledge as well as to be a life-long learner who can adapt their skills to new developments and techniques.

- Acquire knowledge from demonstrations and experiences in didactic, experiential learning and clinical environments, which include group and physical demonstrations.

- Acquire knowledge from written documents and electronic systems which include scholarly articles and journals.

- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication.

Developing Communication:

- Must demonstrate communication skills for sensitive and effective interactions with patients, families and/or communities and teams.

- Communicate effectively with faculty, preceptors and all members of the healthcare team in didactic, experiential learning and clinical environments.

- Elicit information including a medical history and other details to adequately and effectively evaluate a patient's condition.

- Maintain accurate patient records.

- Communicate effectively in order to elicit information, describe changes in mood, activity cognition and posture and assess communications.

- Deliver communication that is concise, pertinent and complete to ensure safe transitions in care or elicit action in critical situations.

Use and Interpretation of Data:

- Must accurately perform physical examinations and diagnostic exercises to assess and monitor health needs.

- Be proficient in performing and directing basic laboratory testing.

- Must meet applicable safety standards for the environment and follow universal precaution procedures.

- Use and interpret information from assessment techniques/maneuvers such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.

- Use and interpret information related to physiologic phenomena generated from diagnostic tools (i.e., sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a patient.

- Obtain and interpret information from assessment of patient's/client's environment and responses to health across the continuum (spanning time and differing circumstances).

Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor):

- Synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy and plan of care.

- Measure, calculate, reason, analyze and synthesize data related to patient diagnosis and treatment of patients.

- Re-evaluate plan of care and make appropriate changes based on patient's clinical indicators as well as physiologic and psychologic response.

- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared.

- Ask for help when needed and make proper judgments of when a nursing task can or cannot be carried out alone.

- Possess psychomotor skills necessary to provide holistic nursing care and perform or assist with procedures, treatments and medication administration.

- Practice in a safe manner.

- Appropriately provide care in emergencies and life support procedures.

- Perform universal precautions against contamination.

- Develop and evaluate plans of care.

Developing Appropriate Professional Approaches (Behavior and Character):

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity inherent in the clinical problems of patients.

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.

- Exercise skills of diplomacy to advocate for patients' needs.

- Manifest concern for others.

- Demonstrate integrity, accountability, interest and motivation.

- Demonstrate intent and willingness to follow the American Nurses Association (ANA) Standards of Care and Nursing Code of Ethics.

Program Details – Doctor of Nursing Practice
(Students enrolled prior to July 2021)

Degree: Doctor of Nursing Practice
Semesters: 6 Full-time

Courses		Credits
NR-700	Scientific Underpinnings	3
NR-701	Application of Analytic Methods	3
NR-702	DNP Project & Practicum I*	2-4
NR-703	Applied Organizational & Leadership Concepts	3
NR-704	Concepts in Population Health Outcomes	3
NR-705	DNP Project & Practicum II*	2-4
NR-706	Healthcare Informatics & Information Systems	3
NR-707	DNP Project & Practicum III*	2-4
NR-708	Health Policy	3
NR-709	DNP Project & Practicum IV*	2-4
NR-711	Fiscal Analysis & Project Management	3
NR-714	Application of Analytic Methods II	3

Program Details – Doctor of Nursing Practice
(Effective July 2021)

Degree: Doctor of Nursing Practice
Semesters: 6 Full-time

Core Courses		Credits
NR-703	Applied Organizational & Leadership Concepts	3
NR-706	Healthcare Informatics & Information Systems	3
NR-711	Fiscal Analysis & Project Management	3
NR-715	Scientific Underpinnings	3
NR-716	Analytic Methods	3
NR-717	Concepts in Population Health Outcomes & Health Policy	3
Project and Practicum Courses		Credits
NR-702	DNP Project & Practicum I*	2-4
NR-705	DNP Project & Practicum II*	2-4
NR-707	DNP Project & Practicum III*	2-4
NR-709	DNP Project & Practicum IV*	2-4
NR-730	DNP Project	1
Elective Courses		Credits
Advanced Practice Leadership		
NR-718	Topics in Advanced Practice Leadership I	3
NR-719	Topics in Advanced Practice Leadership II	2
Educational Leadership		
NR-722	Role of the Educator in Facilitating Learning	3
NR-723	Role of Educational Leader Across Settings	2
Healthcare Systems Leadership		
NR-720	Topics in Healthcare Systems Leadership I	3
NR-721	Topics in Healthcare Systems Leadership II	2

* Credit hours required will vary, depending on practicum hours transcripted from student's master's degree in nursing program. Student must complete a minimum of 1,000 post-baccalaureate practicum hours to meet accrediting body requirements for the Doctor of Nursing Practice degree.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum**.

Doctor of Nursing Practice (DNP) Practicum Information

DNP PRACTICUM EXPERIENCE REQUIREMENTS

There are four Project and Practicum courses in Chamberlain's DNP degree program. The Project and Practicum courses allow the DNP student an opportunity to integrate course content and practice experiences. Rather than a knowledge-generating research effort, the student in a practice-focused program carries out a practice-application-oriented final DNP project that is an integral part of the integrative practice experience. Each practicum provides an opportunity to foster and expand the learner's advanced nursing practice knowledge through both practice and the development of a culminating project. The Project and Practicum courses offer doctoral students an opportunity to apply newly developed skills and relate theoretical content to advanced nursing practice situations. This professional experiential learning helps to further prepare students for the highest level of either direct or indirect practice. On a larger scale, it allows students to enhance skills in communication, teamwork, critical thinking and professionalism.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. Students must secure an acceptable site and qualified preceptor a minimum of 120 days prior to the beginning of the first Project and Practicum course. Students must select a practicum site that will be available for support and learning in all four Project and Practicum courses. Planning ahead enhances the ability of the student to identify a practice issue and design, implement and evaluate an evidence-based practice-change project.

Students must identify a preceptor for each of the four Project and Practicum courses in advance of starting the first Project and Practicum course. Although having the same preceptor for all Project and Practicum courses is not required, it is highly encouraged as this promotes continuity of learning and the development of a professional and collegial relationship for the student. DNP preceptors must be nurses who hold a doctorate such as a DNP, PhD, DNS, EdD, etc.

Before entering any practicum courses, students must provide proof of a current, active, unrestricted RN license in the state where the student will conduct the practicum(s). During the practicum, students will advise their preceptors of course requirements and personal learning goals. Students are also responsible for including reports of the practicum experiences including accurate reflections on activities and attainment of course outcomes and specialty competencies in their professional portfolio. Each assigned faculty member is responsible for evaluating the student's performance and all associated assignments completed during the practicum experience. Students are responsible for making travel arrangements and paying for all related practicum expenses.

PROJECT NAVIGATION
(Students enrolled prior to July 2021 only)

One session prior to beginning your first practicum course, NR-702: Project and Practicum I, you will be required to work with a project navigator (a DNP faculty member) in Project Navigation. This will take place via one-on-one phone calls or video conferencing with the Project Navigator who will provide you with guidance on the completion of section 2A of the DNP Practicum form, which will prepare you for your practicum.

Completion of all Project Navigation requirements is mandatory prior to enrolling in NR-702: Project & Practicum I.

DNP PRACTICUM COMPLIANCE DOCUMENTATION

Health and integrity are of the utmost importance among students charged with professional nursing care. DNP students must submit copies of personal health records as requested to the National Healthcare Compliance Office and must maintain originals for future use. Complete documentation must be provided by students to the National Healthcare Compliance Office prior to enrollment in any practicum course.

NOTE: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state or requirements. Additional out of pocket fees may apply due to state Board of Nursing and site requirements; see your admission representative for additional information.

INSURANCE

Group injury and sickness insurance plans are available to all Chamberlain students. Coverage is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Optional coverage for students' spouses and/or children is available when signing up for coverage. Rates and policy periods are subject to change each new policy term. Insurance is not mandatory for post-licensure graduate students in the DNP program unless required by a practicum site.

Detailed enrollment information is available on the Chamberlain website at **chamberlain.edu/studentinsurance**.

More information is available from the National Healthcare Compliance Department: **cuhealthcarecompliance@chamberlain.edu**

Students residing outside the U.S. are not eligible for this insurance. The student assumes all financial responsibility associated with their own healthcare.

CREATING A CULTURE OF HEALTH

Broadening our mission through our College of Health Professions is our latest and largest step in the journey toward transforming the health of people worldwide. By educating practitioners to collaborate with partners and communities to promote regional, national and international health and wellness through the integration of education, service, workforce development and scholarly activities, we are continually moving closer to what the Robert Wood Johnson Foundation calls a *Culture of Health*. We are educating and empowering…

extraordinary healthcare professionals who *will* transform the health of people, families, communities and nations.

Program Descriptions – Master of Public Health Degree Program

MASTER OF PUBLIC HEALTH (MPH) DEGREE PROGRAM

Become a Public Health practitioner

Full-time –
AS FEW AS 2 YEARS*

Part-time –
SET YOUR OWN PACE

All coursework 100
PERCENT ONLINE

Total credit hours: 43**

chamberlain.edu/mph

* With year-round, full-time study.
NOTE: Program/program option availability varies by state/location.

MASTER OF PUBLIC HEALTH (MPH) DEGREE PROGRAM OVERVIEW

The Master of Public Health (MPH) is a generalist graduate degree program designed to prepare students to become public health practitioners who work with communities and populations throughout the world to promote healthy living and prevent community health problems such as disease, poverty, health access disparities and violence. The coursework is interdisciplinary and draws on systems thinking knowledge and skills from a variety of disciplines. The minimum number of credit hours required to graduate and earn a Master of Public Health degree is 43** credit hours. A student may expect to complete the MPH degree program in as few as two years with full-time study comprised of one course (three credit hours) per eight-week session or two three credit courses per semester. The last semester includes two classes per session. There are three semesters in a year and the program is six semesters in length. This includes 144 hours of applied practice experience with an accompanying integrative learning experience at the end of the program, after students have completed all core MPH coursework. Students are responsible for identifying locations and preceptors that meet the criteria established by Chamberlain and that support the student's achievement of the MPH program's competencies and learning outcomes as defined by the MPH core coursework. Students are assisted in this effort by an applied practice experience manager dedicated to the MPH degree program.

The MPH foundation (core) coursework provides a scientific and practical base for public health practice. This coursework includes: quantitative methods in public health (biostatistics), epidemiology, leadership and emotional intelligence, healthcare policy, community activism and program development, behavioral and social aspects of public health (the social determinants of health), environmental health, cultural competency and health communication. As well as a student readiness course focused around student success and the importance of maintaining self-care throughout their graduate studies, and an additional readiness course for provisionally accepted students focused on professional writing. A two-session applied practice experience opportunity follows the completion of all online coursework, which allows the student to synthesize their overall learning in the practical setting and to contribute to meaningful change in public health outcomes.

** Provisionally accepted students must complete an additional one credit hour course to meet graduation requirements.

The MPH degree program can be applied in a variety of settings and positions. A few examples are administration of private health organizations, social service or public health agencies at the local, state, national and international levels; healthcare organization managers, planners, evaluators or practitioners in community or workplace health promotion programs and/or as an epidemiologist working on cancer surveillance in the pharmaceutical industry. Current and future health professionals in medicine, nursing, dentistry or pharmacy may find the MPH degree to be a value added course of study as it provides these practice professionals with a broader perspective and additional skills to complement their primary discipline.

Master of Public Health (MPH) Graduate Degree Program Outcomes

At the completion of the Chamberlain MPH program, the graduate will be able to:

1. Articulate the history and philosophy of the professional discipline of public health relative to its core values, concepts, functions and leadership roles.

2. Utilize quantitative methods and epidemiologic tools to assess, monitor and review the health status of populations and their related determinants of health and illness.

3. Apply evidence-based reasoning and health informatics approaches to the process of program planning, development, budgeting, management and evaluation in public health organizations and public health interventions to improve community health outcomes.

4. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

5. Apply theoretical constructs of social change, health behavior and social justice in planning public health interventions.

6. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

7. Practice systems thinking techniques and problem solving to understand and respond to the dynamic interactions among sectors, organizations and public health professionals in improving public health.

8. Demonstrate leadership abilities as effective collaborators and coordinators within and across organizations and as members of interdisciplinary and interprofessional teams.

9. Communicate public health messages to a variety of audiences using targeted written, mass media and electronic communication and social marketing.

10. Apply the ethical, legal, economic, political and regulatory dimensions of healthcare and public health policy to developing, evaluating and advocating for public health policies.

Program Details – Master of Public Health (For Students Enrolled Prior to May 2021)

Degree: Master of Public Health
Semesters: 6 Full-time

Minimum credit hours required for graduation: 42.

MPH Core Courses		Minimum Credits Hours
MPH-500	Introduction to Public Health Systems, Organizations & Practice	3
MPH-501	Quantitative Methods for Public Health Application	3
MPH-502	Principles of Epidemiology	3
MPH-503	Advocacy in Public Health Policy & Law	3
MPH-504	Cultural Competency & Global Public Health	3
MPH-505	Public Health Communication & Behavioral Health Theories	3
MPH-506	Environmental Health in Public Health	3
MPH-507	Public Health Program Planning & Evaluation	3
MPH-508	Leadership & Administration in Public Health	3
MPH-509	Community-Based Participatory Research	3

MPH Required Final Courses		Minimum Credits Hours
MPH-600	Integrative Learning Experience (ILE) I	3
MPH-601	Integrative Learning Experience (ILE) II	3
MPH-650	Applied Practice Experience (APE) I	3
MPH-651	Applied Practice Experience (APE) II	3

Program Details – Master of Public Health (Effective May 2021)

Degree: Master of Public Health
Semesters: 6 Full-time

Minimum credit hours required for graduation: 43*.

MPH Core Courses		Minimum Credits Hours
MPH-500	Introduction to Public Health Systems, Organizations & Practice	3
MPH-503	Advocacy in Public Health Policy & Law	3
MPH-504	Cultural Competency & Global Public Health	3
MPH-505	Public Health Communication & Behavioral Health Theories	3
MPH-506	Environmental Health in Public Health	3
MPH-507	Public Health Program Planning & Evaluation	3
MPH-508	Leadership & Administration in Public Health	3
MPH-509	Community-Based Participatory Research	3
MPH-515	Epidemiology & Biostatistics for Public Health Application I	3
MPH-516	Epidemiology & Biostatistics for Public Health Application II	3
MPH-598	Student Success & Self Care	1
MPH-599	Professional Writing*	1

MPH Required Final Courses		Minimum Credits Hours
MPH-610	Integrative Learning Experience (ILE) I & Applied Practice Experience (APE) I	6
MPH-620	Integrative Learning Experience (ILE) II & Applied Practice Experience (APE) II	6

* Required for provisionally accepted students, bringing the minimum credit hour requirement to a total of 44.

CHAMBERLAIN UNIVERSITY TECHNICAL STANDARDS FOR MASTER OF PUBLIC HEALTH (MPH) PROGRAM

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary public health practitioners. Practicum experiences are designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve outcomes in communities across various fields of public health practice.

When considering a Public Health Program (MPH), the student must evaluate their abilities and skills. To succeed in a graduate program, a student must possess certain abilities and skills deemed essential functions for the care of the clients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards. Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's MPH degree must have abilities and skills in five areas: Acquiring Knowledge; Developing Communication; Use and Integration of Data and Knowledge for Assessment; Intervention and Evaluation of Practice (Intellectual and Motor); and Developing Appropriate Professional Approaches, Behavior and Character.

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at **adaoffier@chamberlain.edu**.

Acquiring Knowledge:

- Must demonstrate ability to learn in classroom and all education settings including fieldwork, to find sources of information and acquire knowledge, and to be a life-long learner who can adapt their skills to new developments and techniques.

- Demonstrate cognitive abilities necessary to acquire and master curriculum content in a timely manner to include the following sources readings, lectures, educational materials, and demonstrations

- Demonstrate accurate knowledge of public health as a profession

- Demonstrate clarity of thinking to process information and appropriately apply it to situations in classroom and field

- Demonstrate grounding in relevant social, behavioral, environmental, and biological science knowledge and research—including knowledge and skills in effective relationship building

Developing Communication:

- Must demonstrate communication skills for sensitive and effective interactions with clients, families and/or communities and teams.

- Comprehend information and communicate ideas and feelings, and communicate professionally with other students, faculty, staff, clients, and other professionals

- Communicate in ways that are respectful, safe, and protect the privacy of faculty, staff, clients, and other professionals

- Communicate clearly, professionally, and while using correct grammar and spelling in all communication

- Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation

- Express ideas and feelings clearly

- Must have the capacity for comfortable communication and interpersonal skills that enable effective collaboration within a multidisciplinary team

Use and Integration of Data and Knowledge for Assessment:

- The ability to use and integrate data as part of the assessment of evidence-based research. Measure, calculate, reason, analyze, and synthesize data related to assessment and intervention.

- Use research data to understand both client problems and effective strategies for intervention based upon individual client situations and circumstances

- Concentrate, timely analyze and interpret data, and make decisions within environments in which exist a reasonable amount of visual and auditory distractions

- Critically analyze and interpret data using basic statistical test, measures of disease occurrence and association

- Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice

Intervention and Evaluation of Practice (Intellectual and Motor):

- Students are to be able to synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy, and plan of care.

- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared. Ask for help when needed and make proper judgments of when a task can or cannot be carried out alone

- Use research data to understand both client problems and effective strategies for intervention based upon individual client situations circumstances

- Accurately assess client strengths and needs for development of appropriate interventions

  – Assess, develop, implement and evaluate plans of care and use data to adapt plans as needed to best serve clients

Developing Appropriate Professional Approaches (Behavior and Character):

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity that is inherent in the various problems and life circumstances of clients

- Maintain mature, sensitive, effective relationships with clients, families, students, faculty, staff, field instructors and other professionals under all circumstances

- Exercise skills of diplomacy to advocate for clients' needs

- Manifest concern for others

- Demonstrate integrity, accountability, interest and motivation

- Demonstrate ethical behavior, including a strong commitment to the goals of public health and to the Public Health Code of Ethics

- Ability to interact with all individuals in a respectful and effective manner regardless of race, national origin, ethnicity, creed, religion, age, disability, sex, gender identity or any other protected status

- Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance

PUBLIC HEALTH CERTIFICATE PROGRAMS

CHOOSE FROM THREE CERTIFICATES:

Post-Baccalaureate

Epidemiology*

Global Health*
(with and without fieldwork)

Public Health Generalist

Advance your education
WHILE YOU WORK

ONLINE COURSEWORK

Total credit hours:

Post-Baccalaureate Certificate in Epidemiology: 18*
Post-Baccalaureate Certificate in Global Health: 15*
Post-Baccalaureate Certificate in Global Health with Fieldwork: 18*
Post-Baccalaureate Certificate in Public Health Generalist: 16**

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chamberlain.edu/mphcertificates

* Chamberlain University is not accepting applications
for this program option at this time.

** Provisionally accepted students must complete an additional
one credit hour course to meet graduation requirements.

NOTE: Program/program option availability varies by state/location.

PUBLIC HEALTH CERTIFICATE PROGRAM OVERVIEW

Chamberlain Public Health Certificate Programs are designed for individuals with a Bachelor's degree who are interested in acquiring a specialized set of skills or continuing a graduate education. These certificates can be a means for individuals employed in the field of public health to continue their professional educational needs or can act as a bridge to a graduate program. Students have the option of choosing from three Post-Baccalaureate Certificate options: Epidemiology*, Global Health (with or without fieldwork)* or Public Health Generalist.

Public Health Certificate Program Outcomes

Post-Baccalaureate

By completing the Post-Baccalaureate Certificate in Epidemiology*, students have the opportunity to develop an in-depth understanding of the implications of epidemiological methods within the context of infectious disease. The Post-Baccalaureate Certificate in Epidemiology allows healthcare professionals with an interest in acquiring a specialized set of skills essential for healthcare to expand their current role in public health and enhance their opportunities for advancement. The certificate is also designed to meet the continuing professional education needs of persons employed in the field of population health.

By completing the Post-Baccalaureate Certificate in Global Health*, students have the opportunity to develop the knowledge, skills and abilities to apply global health applications in the field. The Post-Baccalaureate Certificate in Global Health provides students with the basic background and theory of working with public health issues in a global context.

By completing the Post-Baccalaureate Certificate in Public Health Generalist, students have the opportunity to develop the knowledge, skills and ability to apply public health applications in the field. The Post-Baccalaureate Certificate in Public Health Generalist provides an overview of the core public health disciplines.

For more information, visit **chamberlain.edu/mphcertificates**.

Program Details – Post-Baccalaureate
Certificate in Epidemiology*

Certificate: Post-Baccalaureate Certificate in Epidemiology
Semesters: 3 Full Time (18 credit hours)

Courses for Post-Baccalaureate Certificate in Epidemiology*

Courses		Credits
MPH-500	Introduction to Public Health Systems, Organizations & Practice	3
MPH-501	Quantitative Methods for Public Health Application	3
MPH-502	Principles of Epidemiology	3
MPH-511	Epidemiological Research Methods	3
MPH-512	Disease Surveillance & Monitoring	3
MPH-513	Infectious Disease Prevention	3

* Chamberlain University is not accepting applications for this program option at this time.

Program Details – Post-Baccalaureate
Certificate in Global Health*

Certificate: Post-Baccalaureate Certificate in Global Health
Semesters: 3 Full Time With Fieldwork (18 credit hours)
**   2.5 Full Time Without Fieldwork (15 credit hours)**

Courses for Post-Baccalaureate Certificate in Global Health*

Courses		Credits
MPH-500	Introduction to Public Health Systems, Organizations & Practice	3
MPH-504	Cultural Competency & Global Public Health	3
MPH-505	Public Health Communication & Behavioral Health Theories	3
MPH-507	Public Health Program Planning & Evaluation	3
MPH-531	Global Health Challenges & Assessment Strategies	3

Optional Global Health Fieldwork

Courses		Credits
MPH-532	Global Health Applications in the Field	3

* Chamberlain University is not accepting applications for this program option at this time.

Program Details – Post-Baccalaureate
Certificate in Public Health Generalist
(For Students Enrolled Prior to May 2021)

Certificate: Post-Baccalaureate Certificate in Public Health Generalist
Semesters: 2.5 Full Time (15 credit hours)

Courses for Post-Baccalaureate Certificate in Public Health Generalist

Courses		Credits
MPH-500	Introduction to Public Health Systems, Organizations & Practice	3
MPH-501	Quantitative Methods for Public Health Application	3
MPH-502	Principles of Epidemiology	3
MPH-505	Public Health Communication & Behavioral Health Theories	3
MPH-506	Environmental Health in Public Health	3

Program Details – Post-Baccalaureate
Certificate in Public Health Generalist
(Effective May 2021)

Certificate: Post-Baccalaureate Certificate in Public Health Generalist
Semesters: 3 Full Time (16 credit hours)

Courses for Post-Baccalaureate Certificate in Public Health Generalist

Courses		Credits
MPH-500	Introduction to Public Health Systems, Organizations & Practice	3
MPH-505	Public Health Communication & Behavioral Health Theories	3
MPH-506	Environmental Health in Public Health	3
MPH-515	Epidemiology and Biostatistics for Public Health Application I	3
MPH-516	Epidemiology & Biostatistics for Public Health Application II	3
MPH-598	Student Success & Self Care	1
MPH-599	Professional Writing*	1

* Required for provisionally accepted students, bringing the minimum credit hour requirement to a total of 17.

MASTER OF PUBLIC HEALTH APPLIED PRACTICE EXPERIENCE (APE)

Students are required to complete 144 contact hours of applied practice experience (APE) with an accompanying integrative learning experience (ILE) course over the last two sessions of the program, after they have completed all core MPH coursework. The intention of the applied practice experience, to provide students with the opportunity to synthesize and apply concepts learned in their coursework to resolving real-life public health problems and situations in public health practice. Both the integrative learning experience and the applied practice learning experience are final requirements for the MPH degree program.

PLANNING THE APPLIED PRACTICE EXPERIENCE

Students must be in good academic standing, have completed all MPH core course requirements and have the approval of their supervising course faculty and the MPH applied practice experience manager prior to registering for the applied practice experience. The applied practice experience is planned for the last two sessions of the MPH program; however, applied practice experience may need to be extended for a variety of reasons. Students whose applied practice experience placements extend beyond the initial enrolled session will receive an incomplete until a final grade can be given (refer to the Incomplete section of the academic catalog).

Students are responsible for identifying locations and preceptors that meet the criteria established by Chamberlain and that support the student's achievement of the program's competencies and learning outcomes. The MPH applied practice experience manager and the MPH experiential learning coordinators assist a student with the contractual and compliance documents required to secure an applied practice experience site. Students will be in contact with the applied practice experience manager after their fifth course in the MPH curriculum sequence and prior to their projected applied practice experience start date to ensure placement and readiness to engage in the applied practice experience. After identifying a potential placement site, experiential learning coordinators assist students in securing the placement site, in addition to making sure all required forms and documents are submitted as required.

Certain public health applied practice experiences may require screening including, but not limited to, a criminal background check, drug and/or alcohol testing, physical and/or psychological examination, or a credit check. Unsatisfactory screening results may result in denial of a particular applied practice experience opportunity.

Students are encouraged to begin planning for the applied practice experience as early possible. Students will need time to research and contact sites before making application for site and preceptor approval. At least 120 days (two sessions) prior to beginning the MPH-610 course, students will prepare and submit an application identifying the selected site, the preceptor, and outline general objectives/projects that will be conducted in the setting. The student is required to upload a copy of the preceptor's resume with the application. At the start of the MPH-610 course, students develop a Student Learning Agreement (SLA). With the preceptor and faculty

mentor supporting, the student will prepare the SLA which identifies the student's educational objectives, specific assignments the student will have at the agency, interaction with and knowledge of other employees and their functions, and contact with other organizations to which the agency relates.

FINAL DELIVERABLES – APPLIED PRACTICE EXPERIENCE (APE) & INTEGRATIVE LEARNING EXPERIENCE (ILE) PRODUCTS

The scope and sequence of the ILE and APE courses are developed so that students can apply all learning from the MPH didactic courses to demonstrate successful mastery of the MPH degree program outcomes and competencies. To this end, students will review the MPH degree program outcomes and program competencies outcomes for each ILE/APE course. Using an ePortfolio, students will present the following deliverables at the end of MPH-620 as evidence of successful attainment of competencies and outcomes:

1. ILE high-quality written product

2. ILE poster presentation

3. APE Student Learning Agreement (SLA)

4. APE hours log/reflection

5. APE products (two) representing projects conducted during the fieldwork

6. CITI Training Certificate

In November 2016, the Council on Education in Public Health (CEPH) published new accreditation criteria for public health programs. As a result, the latest MPH competencies were incorporated into the Chamberlain MPH degree program curriculum and should be reviewed during your required final courses.

You will need to address the CEPH competencies and the Chamberlain MPH degree program competencies in your e-portfolio as evidence of synthesis and beginning practice.

For a complete listing of CEPH/MPH Foundational Competencies, see the MPH APE Handbook at **chamberlain.edu/handbooks**

Applied Practice Experience Performance Evaluations

The preceptor supervises and provides feedback on the student's on-site performance. During the applied practice experience there will be communication between the MPH applied practice experience manager and the student, and between the supervising course faculty member, the student and the preceptor, particularly when questions or issues arise. Contact will be made with the preceptor by the supervising course faculty member at least twice during the session to discuss the student's progress. The grade will be based on the preceptor's feedback, the student's evaluation, the written reflective journal and any other relevant information.

Program Descriptions – Master of Social Work (MSW) Degree Program

MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAM

CHOOSE FROM TWO OPTIONS:

Traditional Option

Advanced Standing Option

CHOOSE FROM THREE TRACKS:

Crisis and Response Interventions

Medical Social Work

Trauma

ONLINE COURSEWORK*
with experiential learning activities

Total credit hours:

Traditional Option: 60

Advanced Standing Option: 36

chamberlain.edu/msw

* Master of Social Work (MSW) degree program requires immersion experience and on-site fieldwork.

NOTE: Program/program option availability varies by state/location.

MASTER OF SOCIAL WORK (MSW) PROGRAM DESCRIPTION

Master of Social Work (MSW) Program Overview

The Master of Social Work (MSW) degree program at Chamberlain University is designed to prepare students for specialized practice as an advanced generalist. Specialized practice builds on generalist practice as described in the Council on Social Work Education's (CSWE's) Educational Policy and Accreditation Standards, adapting and extending the social work competencies for practice with specific populations, problem areas, methods of intervention and perspectives or approaches to practice. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of practice. The MSW degree program at Chamberlain University's College of Health Professions focuses on developing exceptional social work professionals who maintain a passion for advancing human rights and social, economic, and environmental justice. As such, the MSW degree program is designed to prepare social work students to be agents of social change in their communities and throughout the world. The MSW degree program's culturally responsive curriculum prepares graduates to work with individuals, families, groups, organizations, and communities in the context of healthcare, mental health and support services.

Students wishing to pursue a Master of Social Work degree have two options:

Traditional Option: This option is available for students who have completed a baccalaureate degree in a field other than social work and wish to obtain an MSW degree.

Advanced Standing Option: This option is available only for students who have completed a baccalaureate degree in social work from a CSWE accredited program.

Students enrolled in either option may also choose to complete a track as part of their program.

Master of Social Work (MSW) Advanced Generalist Specialization

Social work generalist practice is defined by the Council on Social Work Education as follows: "Generalist practice introduces students to basic concepts in social work, which include promoting human well-being and applying preventative and intervention methods to social problems at individual, group, and community levels while following ethical principles and critical thinking." The social work generalist curriculum incorporates basic and advanced social work principles designed to prepare students with the skills, knowledge, values, and cognitive and affective behaviors to enter nearly any profession within the social and human services field.

Using the strength-based perspective as its core foundation, students educated for generalist practice are prepared to assist clients from an ecological and systems perspective. Moreover, students engaged in the generalist track learn the fundamental principles of person in the environment and how to incorporate the basic tenants into micro, mezzo, and macro practice. This holistic view of the client allows for comprehensive assessments and intervention plans that address all systems that are implicated. Overall, this framework prepares graduates to look broadly at the nature and context of all systems and possibilities, so that they may identify the full range of factors involved and all the levels at which intervention may be necessary.

The MSW degree program at Chamberlain has an Advanced Generalist Specialization. The Advanced Generalist Specialization curriculum is designed to extend and enhance the knowledge, values, skills and cognitive and affective processes from the generalist core by infusing courses with global perspectives and non-Western traditions in social work theory, policy and practice skills. Students in the Traditional and Advanced Standing Options will complete this curriculum.

Master of Social Work (MSW) Tracks

In addition to the Advanced Generalist Specialization, students have the option to declare a Track for focused learning in one of the following areas:

• Crisis and Response Interventions

• Medical Social Work

• Trauma

These tracks are optional – students may choose to use their nine hours of elective credit by selecting one of the sequences and completing the courses as outlined below. Students may also opt to take elective courses across a variety of areas, choosing to take courses of interest that relate to their professional goals.

The Crisis and Response Interventions Track focuses on intervention strategies that help address immediate and long-term needs of trauma victims and their caregivers. Students pursuing this track will study crisis intervention theories and models for working with a wide range of populations through the paradigm of social work practice. In this track, students will examine best practices for counseling victims in the aftermath of natural or man-made crises. Upon completion of this track students will be prepared to design proactive crisis plans, prepare for future emergencies, and mobilize appropriate responses to international and domestic crises.

The Medical Social Work Track embraces the philosophy that treating an illness biomedically does not necessarily solve a patient's problems. This area of practice addresses the fact that physical illness often causes emotional and social problems. This track is designed to prepare students in developing the appropriate skills to provide counseling, connect patients with community resources, serve as advocates, work as part of a triage team of healthcare professionals, and work with self-help groups of patients experiencing similar problems. Medical social workers also work as clinicians, case managers, program directors, and administrators.

Medical social workers in social administrations and community organizations work in healthcare organizations to study patterns of illness, develop and implement programs to prevent disease, administer services to improve health, and advocate for a better healthcare system. Medical social workers provide social work services in a range of healthcare settings, including neighborhood health centers, community and rehabilitation hospitals, large urban medical centers, AIDS service organizations, home and community-based programs, long-term care institutions, and hospice programs.

The Trauma Track prepares students to provide evidence-based clinical services to those with a history of trauma across the lifespan, including children, adolescents, adults, survivors and perpetrators, and to those who have experienced a wide range of traumas, such as child abuse, sexual assault, domestic violence, community violence, combat, witnessing violence, human trafficking, natural disasters and/or traumatic accidents. Students pursuing area of practice will be prepared to work with individuals, families, groups, communities, and organizations. This track is designed to prepare students for advanced social work practice with diverse populations including sexual minorities and racial and ethnic groups. This track is designed to prepare the graduate to work in a variety of settings including mental health clinics, hospitals, schools, judicial systems, jails, prisons and faith-based institutions.

Master of Social Work (MSW) Program Goals

These goals and learning objectives are representative of the goals and objectives of the entire social work curriculum, including fieldwork. They reflect the accreditation requirements of the Council on Social Work Education. The MSW degree program goals are as follows:

1. Prepare students to be ethical social work practitioners who make sound professional judgments, across various levels of specialized practice, and advance the lives of children, families, communities and groups domestically and abroad.

2. Prepare students to be caring, self-reflective advocates for those who are oppressed, marginalized, disenfranchised, and without a voice to advocate for themselves.

3. Engage faculty and students in research that informs practice and policy and expands the knowledge base of the profession.

4. Create and deliver models for outstanding interprofessional education and collaborative practice to enhance the well-being of individuals, families, groups and communities.

5. Prepare competent, informed students to engage in specialized social work practice with individuals, families, groups, communities, and organizations.

MASTER OF SOCIAL WORK (MSW) STANDARDS FOR PROFESSIONAL BEHAVIOR

This policy applies to the students enrolled in the Master of Social Work (MSW) degree program at Chamberlain University. The standards apply to students in all settings, including the classroom, the immersion and the field environments. The MSW degree program at Chamberlain University has professional/behavioral standards and expectations for both students and faculty. The goal for the program is to create a learning environment that is supportive and inclusive of the diversity of its students, faculty and staff. Further, we believe it is crucial to be transparent in our expectations for, and responsibilities of, all community members within and outside the program. Refer to the Chamberlain University College of Health Professions Student Handbook for a full description of the MSW Professional Standards.

Program Details – Master of Social Work (Traditional Option)

Degree: Master of Social Work | Semesters: 5 Full-time

Minimum credit hours required to graduate: 60.

MSW Traditional Option Courses		Credits Hours
MSW-500	Student Success & Self-Care	1
MSW-501	Professional Writing	1
MSW-504	Human Behavior in the Social Environment I	3
MSW-505	Direct Practice I (Individuals & Families)	3
MSW-506	Policy I – Social Welfare & Social Policy*	3
MSW-507	Research Methods & Applications	3
MSW-508	Foundation Field I**	4
MSW-510	Foundation Field II***	4
MSW-511	Social Work in a Multicultural Society	3
MSW-512	Direct Practice II (Families, Groups, Communities, Organizations)	3
MSW-513	Policy II – Social Policy & Social Justice***	3
MSW-514	Human Behavior in the Social Environment II	3
MSW-515	Advanced Social Work Research	3
MSW-516	Advanced Social Work Theory Across Systems	3
MSW-517	Advanced Practice Skills Across Systems	3
MSW-550	Advanced Practicum I**	4
MSW-551	Advanced Practicum II**	4
Elective and/or Track Course Requirement*		9

*   All MSW Traditional Option students must declare their intent to pursue a track prior to enrolling or while enrolled in MSW-506. Students who do not wish to pursue a track will choose three courses from those listed in the electives area on the following page.

**   This course requires students to complete 250 contact hours in an approved social work setting. Students in the Traditional Option must complete 1,000 fieldwork hours to complete the program.

*** Student electing to complete the Medical Social Work Track will complete in lieu of MSW-513.

Program Details – Master of Social Work (Advanced Standing Option)

Degree: Master of Social Work | Semesters: 3 Full-time

Minimum credit hours required to graduate: 36.

MSW Advanced Standing Option Courses		Credits Hours
MSW-500	Student Success & Self-Care	1
MSW-511	Social Work in a Multicultural Society	3
MSW-513	Policy II – Social Policy & Social Justice*	3
MSW-514	Human Behavior in the Social Environment II	3
MSW-515	Advanced Social Work Research	3
MSW-516	Advanced Social Work Theory Across Systems	3
MSW-517	Advanced Practice Skills Across Systems	3
MSW-550	Advanced Practicum I**	4
MSW-551	Advanced Practicum II**	4
Elective and/or Track Course Requirement***		9

Program Details – Master of Social Work Track Courses†

Generalist Elective Courses		Credits Hours
MSW-502	Social Work Principles & Foundation	3
MSW-503	Social Work Theories & Practice Techniques	3
MSW-509	Psychopathology	3

*   Student electing to complete the Medical Social Work Track will complete in lieu of MSW-513.

**   This course requires students to complete 250 contact hours in an approved social work setting. Students in the Advanced Standing Option must complete 500 fieldwork hours to complete the program.

*** All MSW Advanced Standing Option students must declare their intent to pursue a track prior to enrolling in or while enrolled in MSW-515. Students who do not wish to pursue a track will choose three courses from those listed in the electives area on the following page.

†   Students may choose one of the three courses listed above or any course(s) that are part the three tracks.

Program Details – Master of Social Work Specialty Track Courses*

Courses for Crisis and Response Interventions Track

Courses		Credits Hours
MSW-520	International Social Work	3
MSW-521	Social Work Response to Mass Violence & Disasters	3
MSW-524	Understanding Trauma	3

Courses for Medical Social Work Track

Courses		Credits Hours
MPH-503	Advocacy in Public Health Policy and Law**	3
MPH-504	Cultural Competency & Global Public Health	3
MSW-528	Medical Social Work	3
MSW-529	Medical Social Work II	3

Courses for Trauma Track

Courses		Credits Hours
MSW-524	Understanding Trauma	3
MSW-525	Trauma Treatment for Children & Adolescents	3
MSW-526	Mindfulness & Stress – Understanding the Breaking Points	3

*   It is recommended that all MSW students declare their intent to pursue either the generalist degree or a track prior to enrolling in MSW-506 for the Traditional Option or MSW-515 for the Advanced Standing Option. Students wishing to pursue a generalist degree program will choose three courses from those listed in the above electives area.

**   Student electing to complete the Medical Social Work Track will complete the MPH-503: Advocacy in Public Health Policy & Law course in lieu of MSW-513: Policy II: Social Policy & Social Justice.

For the most up-to-date curriculum grids, visit **chamberlain.edu/curriculum.**

MASTER OF SOCIAL WORK (MSW) IMMERSION

Chamberlain MSW students are required to demonstrate specific competencies prior to entering fieldwork courses. The immersion experience prepares students for field education while assessing their readiness for interactions with clients and organizations. As part of the MSW curriculum, students in the Traditional Option participate in two immersion experiences, and students in the Advanced Standing Option participate in one immersion experience.

The immersion experience provides students the opportunity to integrate theoretical concepts learned in the classroom into a practice setting. During the immersion experience, students develop essential social work skills designed to help them learn how to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner. In addition to developing critical theoretical and practice skills, the immersion experience also provides students the opportunity to experience *Chamberlain Care*®.

- **Immersion 1 (generalist year)** – students focus on skill-building and demonstrating concepts learned in the classroom, including ethical practice, listening skills, beginning interviewing skills, and socialization to the profession. Immersion 1 is embedded in MSW-512: Direct Practice II.

- **Immersion 2 (specialization year)** – students will apply advanced practice skills demonstrating an understanding of social work knowledge, values, and skills in diverse practice situations. Immersion 2 is embedded in MSW-517: Advanced Practice Skills Across Systems.

Using the evidence-based resident teaching model "see one, do one and teach one" as its pedagogical foundation, students in the immersion are assessed on their ability to demonstrate social work competencies at multiple levels. In addition to learning basic and advanced social work skills, students also receive mentoring, professional advising, networking opportunities and direct access to school resources essential to program completion.

During immersion, students will actively observe and participate in practice exercises that will help prepare them for specialized fieldwork/practicum experiences. The immersion experience provides faculty and staff the opportunity to evaluate students and their ability to engage with potential clients prior to entering fieldwork. In addition, students will actively observe and participate in practice exercises that will prepare them for specialized fieldwork/practicum experiences. The immersion experience provides faculty and staff the opportunity to evaluate students and their ability to engage with peers and potential clients prior to entering fieldwork. Students are assessed throughout the immersion by faculty members as they demonstrate their competence in professional social work practice skills, critical thinking, and ethical conduct. Opportunities for continued professional development will be applied where necessary (e.g., for students who need additional support/remediation). Students are required to complete foundation and advanced-year immersions prior to entering the sequenced field placement (e.g., Direct Practice II prior to Foundation Field I and II and Advanced Practice Skills Across Systems prior to Advanced Practicum I and II).

Further details of the immersion experience will be provided within the individual courses.

Immersion Competencies

Chamberlain MSW students are required to demonstrate specific immersion competencies in order to enter fieldwork. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice. Upon completion of the program, students are expected to integrate and apply in their practice nine core competencies as outlined by the Council on Social Work Education. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

Social Work Competencies Assessed in Immersions:

- **Competency 1** – Demonstrate Ethical and Professional Behavior

- **Competency 2** – Engage Diversity and Difference in Practice

- **Competency 3** – Advance Human Rights and Social, Economic, and Environmental Justice

- **Competency 4** – Engage In Practice-informed Research and Research-informed Practice

- **Competency 5** – Engage in Policy Practice

- **Competency 6** – Engage with Individuals, Families, Groups, Organizations, and Communities

- **Competency 7** – Assess Individuals, Families, Groups, Organizations, and Communities

- **Competency 8** – Intervene with Individuals, Families, Groups, Organizations, and Communities

- **Competency 9** – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

MASTER OF SOCIAL WORK (MSW) FIELD EDUCATION REQUIREMENTS

All MSW students are required to complete an integrated learning experience in a social work setting in order to earn the MSW degree. The MSW degree program's specialized practice informs its curriculum.

Field education is the essential component that prepares students for social work practice. Field education provides the framework for knowledge and skill development through immediate application of theoretical knowledge presented in the classroom to real situations presented by individuals, groups or service delivery systems.

Field education sites are carefully vetted to ensure that students receive optimum experiences in safe and nurturing learning environments. Students are required to successfully complete 500 (Advanced Standing Option) to 1,000 (Traditional Option) hours of field education, in alignment with CSWE accreditation standards.

COMPLIANCE DOCUMENTATION – MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAM

A cleared background check must be completed during the first two sessions of enrollment in the Master of Social Work (MSW) degree program. Students may not register for third session courses unless the background check is cleared in the first two sessions.

Planning for Field Education

Students must be in good academic standing, have completed all MSW core course requirements, and have the approval of the MSW field coordinator prior to registering for field education. Field education is planned for the last two sessions of the program; however, fieldwork may need to be extended for a variety of reasons. Students whose field placements extend beyond the initial enrolled session will receive an incomplete until a final grade can be given.

Students are responsible for identifying potential field placement sites and field instructors that meet the criteria established by CSWE and Chamberlain University. After identifying a potential placement site, field coordinators assist students in securing the placement site, in addition to making sure all required forms and documents are submitted as required. The MSW field coordinator assists students with the contractual and compliance documents required to secure a field placement site. Students must submit their fieldwork application at least two sessions prior to their projected fieldwork/practicum start date to ensure placement and readiness to engage in field education. Certain field education sites may require screening including, but not limited to, a criminal background check, drug and/or alcohol testing, physical and/or psychological examination, or a credit check. Final placement in fieldwork/practicum sites are subject to the outcomes of the screening results. Failure to comply with background, drug screening and fingerprint clearance (as required) or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain. After securing the site, the field director will provide final approval ensuring that it meets the education requirements of the student and university.

Planning begins with the student developing their own educational objectives with the assistance of the field instructor. The student must submit a Field Education Learning Agreement that identifies the student's educational objectives, specific assignments the student will have at the agency, and all other forms required to solidify the field education agreement with their fieldwork application. The student and field instructor, with the MSW coordinator's assistance, will mutually develop the Field Education Learning Agreement. A copy of the field instructor's resume and credentials will also be required.

NOTE: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state or requirements. Additional out of pocket fees may apply due to state Board of Nursing and site requirements; see your admission representative for additional information.

Final Deliverables – Reflective Journal & Summary Report

While engaging in field education, students are required to keep a reflective journal (e.g., process recording) of their weekly experiences. The purpose is to provide the student with an opportunity for reflection and synthesis of this integrated learning experience. Students are also expected to prepare a written summary report that describes the activities performed during their field experience and demonstrate application of MSW degree program competencies and learning outcomes.

Field Education Performance Evaluations

The field instructor supervises and provides feedback on the student's on-site performance. While engaged in the field experience process, multilateral communication is expected between all parties involved (e.g., student, field instructor and supervising course faculty). Contact will be made with the field instructor by the supervising course faculty member at least twice during the session to discuss the student's progress (or as necessary to address any immediate issues/concerns). The supervising course faculty member will determine the final grade for the student. The grade will be based on the field instructor's feedback, the student's evaluation, the written reflective journal and summary report, and any other relevant information.

Applying for Admission
chamberlain.edu/apply

HOW TO APPLY

Prospective students interested in attending Chamberlain must complete an interview with an admission representative and an application for admission. Applications are accepted year-round and can be completed via phone or in-person with an admission representative. Applications can also be submitted via the Chamberlain website at **chamberlain.edu/apply**.

EARLY ADMISSION PROCESS: RN TO BSN OPTION

For prospective students still pursuing their degree in nursing or who have not yet taken the NCLEX® exam, Chamberlain University is now accepting Early Admission applications for the RN to BSN Online Degree Completion Option!

Speak with your admission representative to schedule an admission interview and apply.

Get Started

INSTRUCTIONS FOR APPLYING – UNDERGRADUATE

☐ Submit a completed Application for Admission located at **chamberlain.edu/apply**. Admission documents may be mailed or faxed to the address indicated on the application.

☐ Submit a $95 ($60 for RN to BSN option) non-refundable* application fee payable to Chamberlain University (major credit cards, personal check or money order accepted).

☐ Schedule an interview with the admission representative.

☐ Request an official transcript documenting proof of graduation. See the Undergraduate/Pre-Licensure and Undergraduate/Post-Licensure Admission Requirements section of the catalog for specific proof of graduation documents.

☐ Request official transcripts from all previously attended institutions.

Additional Pre-Licensure Instructions

☐ Schedule and complete the HESI Admission Assessment (A2) (see Admission Requirements if applicable).

☐ Request a copy of ACT or SAT scores to be sent directly to Chamberlain. Please request the ACT and/or SAT code(s) from an admission representative.

☐ Complete a drug screen and background and fingerprint check.

Additional Post-Licensure Instructions

☐ Provide proof of a current, active RN license from the U.S. or from a jurisdiction that is an associate member of the NCSBN.

NOW ENROLLING

UNDERGRADUATE/PRE-LICENSURE STUDENTS
September, January & May

UNDERGRADUATE/POST-LICENSURE STUDENTS
July, September, November, January, March & May

For more information, visit **chamberlain.edu/calendar**

NOTE: Failure to disclose all transcripts may result in a re-evaluation of the acceptance decision, possibly leading to the revocation of the decision and dismissal from the program. Students should note that a transcript request is not required for coursework previously completed at Chamberlain, as Chamberlain already has access to these records.

INSTRUCTIONS FOR APPLYING – GRADUATE

☐ Submit a completed Application for Admission located at **chamberlain.edu/apply**. Admission documents may be mailed or faxed to the address indicated on the application.

☐ Submit a $60 non-refundable* application fee payable to Chamberlain University (major credit cards, personal check or money order accepted).

☐ Request an official transcript documenting proof of graduation. See the Graduate Admission Requirements section of the catalog for specific proof of graduation documents.

☐ Applicants seeking to transfer credit must provide official transcripts of all graduate coursework.

Additional Nursing Program Requirements

☐ Provide proof and maintain a current, active, unrestricted RN license from the U.S. or from a jurisdiction that is an associate member of the NCSBN.

Additional MSN Nurse Practitioner (NP) Provisional Program Requirements

☐ Schedule and complete the NP assessment.

NOW ENROLLING

GRADUATE/ POST-LICENSURE STUDENTS
July, September, November, January, March & May

For more information, visit **chamberlain.edu/calendar**

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* Application fee is refundable if the applicant cancels the agreement in writing prior to midnight of the tenth business day after the date of transaction. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program. Applicants to the BSN program who have demonstrated a family financial hardship to their high school counselor may qualify for a waiver through an income qualified college application waiver program from ACT, the College Board, and NACAC. Applicants must provide required documentation signed by the student's high school counselor or another designated high school official. No application fee is required for current Chamberlain students enrolled in the RN-BSN to MSN option. Applicants who are utilizing the American Association of Colleges of Nursing (AACN) Centralized Application System (e.g., AACN Nursing CAS) and have submitted a Chamberlain application for admission via this service will have their Chamberlain application fee waived.

Acceptance

It is strongly recommended that completed applications, along with any supporting materials for admission, be submitted as early as possible. Prospective students are required to complete an application for admission and interview with a Chamberlain admission representative in order to initiate the admission process. Chamberlain does not provide visa services for international students.

Each applicant must provide proof of graduation of the degree required for admission prior to the session start date. Any documents, including transcripts, used to make an acceptance decision must be official. When all admission requirements are fulfilled, applicants are notified in writing of their acceptance status to a specific Chamberlain program. Failure to disclose attendance at other colleges/universities is grounds for denial of admission or dismissal.

NOTE: Chamberlain does not accept Ability to Benefit students.

PROVISIONAL ACCEPTANCE

Applicants who meet all program admission requirements, but who have a CGPA for the post-secondary degree that falls within the range for provisional as defined in the graduate admission requirements section of the catalog, may be granted provisional acceptance. Provisionally accepted students are considered a regular student and will be placed on academic warning. See the Academic Warning sections for additional information.

EMPLOYER WAIVERS

Employees of the Department of Veterans Affairs (VA) must obtain an approved waiver from their employer in accordance with 38 U.S.C. § 3683. The conflicts of interest provisions identified in 38 U.S.C. 3683 and 38 C. F. R. § 21.4005 prohibit VA employees and officers from receiving instruction from a for-profit educational institution under a VA administered education benefits program. Accordingly, all VA employees and officers will be required to obtain and provide proof of a waiver in accordance with 38 U.S.C. 3683(d) and 38 C. F. R. § 21.4005(b) prior to enrollment.

TRANSCRIPT FEE WAIVER

The transcript fee waiver and ordering process provides transcript ordering support to applicants from select campuses who complete the HESI Admission Assessment (A2) within a 7-day period from the time of application submission. Applicable applicants will receive a Transcript Request Form (TRF) for each transcript they need to order (up to five) via DocuSign. Chamberlain will source, order and pay for the transcripts to be sent directly to the admission processing team for evaluation. Applicants that do not complete the HESI Admission Assessment (A2) within the seven-day period are required to pay for their transcripts. Approved campus locations to offer the transcript waiver include:

- Addison
- Atlanta
- Chicago
- Columbus
- Irving
- Jacksonville
- North Brunswick
- St. Louis
- Tinley Park
- Troy
- Tysons Corner

CONDITIONAL ACCEPTANCE

If requirements are pending receipt of official documentation, a student may be granted conditional acceptance.

To be eligible for acceptance into a Chamberlain program, all admission requirements must be satisfied, please see the Applying for Admission section of the catalog for program specific admission criteria. If requirements are pending receipt of official documentation, a student may be granted conditional acceptance. Chamberlain students pending program conferral or pending final grades at the time of application may be conditionally accepted into a program.

Conditionally accepted students are not considered a regular student and enrollment will not be final until all conditions are satisfied. Students will be notified in writing of the conditions of their enrollment and the deadline to meet the requirements. Students must satisfactorily meet all requirements as a condition of matriculation into the degree program. Students who do not meet this deadline will be dropped from all enrolled courses and tuition will be reversed. Upon receipt of missing requirements, students may re-enroll for a future session subject to admission requirements at the time of re-entry.

Conditionally accepted students are not eligible for Title IV Federal Student Aid. During the conditional period, students are not permitted to enroll in a clinical, practicum or fieldwork courses. If conditionally accepted students using third party benefits (company reimbursement, military or veteran benefits, etc.) are not accepted to the program, they will be responsible for repaying any benefits paid to them based on enrollment certifications while conditionally accepted. If documentation or clearance is received by the deadline, the student will be granted admission to the program and the student may be eligible for Federal Aid, retroactive to the start of the session. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the conditionally accepted student violates any Chamberlain academic policies, documentation or clearance is not received by the deadline, the student will be dropped from the course(s) and tuition will be reversed.

ALL DEGREE PROGRAMS & PROGRAM OPTIONS
Admission Requirements

ENGLISH-LANGUAGE PROFICIENCY

All instruction and services are provided in English. English language services are not provided. Applicants must prove English proficiency by providing evidence of one of the following:

- Having received the degree required for admission to Chamberlain in which the language of instruction was English

- Having scored at least 550 on the paper-based Test of English as a Foreign Language (TOEFL); having scored at least 213 on the computer-based TOEFL; or having scored at least 79 on the Internet-based TOEFL

- Having successfully completed four consecutive years of a secondary education, (i.e., high school) or higher (i.e., post-secondary, bachelor's or master's), in which the language of instruction was English

- Having completed at least the equivalent of 48 semester credit hours with a CGPA of 2.75 for the undergraduate programs or 2.0 undergraduate post-licensure programs and 3.0 for the graduate programs, at a post-secondary institution in which the language of instruction was English (excluding Remedial, Developmental and English-As-A-Second-Language [ESL] courses)

- Having achieved an overall band score of at least 6.5 and no lower than 6.0 on the International English Language Testing System (IELTS) examination

- Having honorably served a minimum of three years of active military service in any branch of the Armed Forces

- Having honorably served a minimum of three years in any reserve component of the Armed Forces of the United States, to include the Air National Guard

- Having successfully completed secondary or post-secondary education from a country where English is identified as the official/native language of the country listed in the CIA World Factbook

- Foreign prepared Registered Nurses who took the NCLEX-RN initial licensing exam in any of the states or territories except for American Samoa, or New York.*

- Having successfully completed a total of six semester credit hours in English Composition and/or English Speech Communication (or a combination of both) with a grade of C or better.

* Post licensure RN to BSN and graduate degree programs only.

PROCESS FOR APPLICANTS GRADUATING FROM SCHOOLS WITHOUT STANDARD ACCREDITATION

Standard accreditation includes state-approved high schools or institutions accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA). For the RN to BSN option, standard accreditation also includes schools recognized by the United States Department of Education (USDE).

Home-schooled applicants and applicants from schools with non-standard accreditation will be evaluated to determine if the applicant's education meets Chamberlain's proof of graduation requirement. The criteria include, but are not limited to:

- School curriculum must parallel the curriculum required of schools with standard accreditation

- For pre-licensure applicants, ACT, SAT or HESI Admission Assessment (A2) score will be considered

Taking into account the above criteria, the applicant will be evaluated and notified whether or not the student may proceed with the admission process.

If the curriculum is not determined to be equivalent to that of a state-approved high school or institution accredited either by a regional accrediting agency or agency recognized by the Council for Higher Education Accreditation (CHEA), a portfolio containing a profile of the school attended and additional information, such as samples of work demonstrating learning outcomes, may be required.

NON-DEGREE-SEEKING STUDENTS

In unique circumstances, an individual may desire enrollment in a particular course. Permission to enroll as a non-degree-seeking student is granted on an individual basis and students enrolling in clinical nursing courses must seek approval prior to registration. A non-degree-seeking student is not considered accepted into any Chamberlain program or program option and is ineligible for career services, housing assistance, part-time employment assistance, U.S. Veterans Administration benefits, federal, state or provincial financial aid assistance. Non-degree seeking students are not eligible for Dean's List or Honor Roll recognition or Chamberlain scholarships.

Applicants are ineligible to enroll as non-degree seeking students in courses in a Chamberlain program from which they were dismissed for failure to meet standards of academic progress at the time of last enrollment. Non-degree-seeking applicants must meet criteria for prior education, proof of English language proficiency and licensure if required by the program, unless otherwise specified in a scholarship, grant or articulation program. Students should note that grades earned in courses completed in non-degree seeking status will impact the student's cumulative grade point average (CGPA). Students are expected to comply with academic policies, including attendance, coursework completion, interruption of studies and withdrawal processes. A maximum of 15 attempted semester credit hours may be completed as a non-degree-seeking student.

COLLEGE *of* NURSING
Undergraduate/Pre-Licensure Admission Criteria

3-YEAR BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE

Prospective students are required to complete an application for admission and interview with a Chamberlain admission representative in order to initiate the admission process. The Chamberlain undergraduate/pre-licensure admission process is made up of two phases: Academic Eligibility and Clinical Clearance. Applicants must complete both to be eligible for admission.

Phase 1: Academic Eligibility

Determining Academic Eligibility is the role of the Chamberlain Admission Committee. Chamberlain uses a weighted evaluation system that considers several factors in determining admission. The Committee reviews all applicants based on educational experience, CGPA, ACT/SAT scores and HESI Admission Assessment (A2) scores. Applicants may submit materials for consideration by the Admissions Committee that are above or below these thresholds and will be evaluated on a case by case basis.

Acceptance is not guaranteed. Additional factors important to student success in nursing school may also be considered. An applicant's most recent educational experience shall be considered by the Admission Committee.

Applicants who fall below these thresholds may still be successful in the nursing program. It is the responsibility of the admission committee to select candidates for academic eligibility and document rationale.

- Proof of graduation with a minimum CGPA of 2.75 on a 4.0 scale from a Chamberlain recognized High School or an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education (CHEA). Official foreign transcripts must be evaluated by a NACES-approved evaluating agency. Applicants who have attended other colleges and have earned at least 24 credit hours, excluding developmental courses, with a CGPA of 2.75 or higher may also be considered by the Admission Committee. Failure to disclose attendance at other colleges/universities is grounds for denial of admission or for expulsion.

- A custom score of 73 or higher on the HESI A2. The custom score is calculated by using a subset of all seven exam scores.

Applicants from states that offer an approved high school equivalency may also be eligible for admission. To be considered by the Admission Committee, the applicant must have a minimum GED® test score of 551 if taken between 2002-2013 or a minimum score of 600 if taken after 2013. Applicants from states that offer an approved high school equivalency test such as the ETS High School Equivalency Test (HiSET), Test Assessing Secondary Completion (TASC) or California High School Proficiency Exam (CHSPE) in lieu of the GED tests may gain admission by presenting official documentation for having met state requirements for the equivalency of a high school diploma.

Florida Locations Only: Re-admitted students who have completed over 75 percent of the Bachelor of Science in Nursing (BSN) degree program, at a campus other than their intended Florida campus, will not be permitted to request admission to any Chamberlain University Florida campus. Students will remain assigned to their home/primary location and follow the process to complete nursing courses at an alternate campus. Degrees will be conferred at the home/primary Chamberlain campus. NCLEX® applications to test will require use of the degree conferral campus school code.

Applicants who are deemed Academically Eligible must clear the pre-enrollment screens, including a drug screen and background and fingerprint check in order for acceptance to be granted*. Students who are deemed academically eligible for a specific semester who decide to delay enrollment will be rank-ordered for a future semester. Admission is not guaranteed.

Readmitted applicants must adhere to the re-entry requirements** prior to the pre-enrollment appointment (see the Re-Entry Requirements section of this catalog).

Students transferring credit for NR-226: Fundamentals-Patient Care and/or NR-291: Pharmacology I and/or NR-292: Pharmacology II and/or NR-293: Pharmacology for Nursing Practice will be required to take the standardized assessments for that course.

Students transferring credit for NR-224: Fundamentals-Skills*** and/or NR-302: Health Assessment I and/or NR-304: Health Assessment II or NR-306: Health Assessment will need to complete a standardized assessment and a comprehensive skills checklist.

Students will have one attempt to earn a passing score. Standardized assessments and comprehensive skills checklists will be required to be completed prior to the pre-enrollment appointment. Students who do not achieve a passing score on the assessment(s) or checklist(s) will not receive transfer credit for the corresponding course. Applicants or students may opt to bypass individual standardized assessments and comprehensive skills checklists and retake the courses with Chamberlain†. Due to financial aid and academic implications it is in the best interest of the student to carefully choose which option they wish to pursue; students who choose to bypass the assessments or skills checklists and enroll in the coursework at Chamberlain may not be allowed to demonstrate proficiency at a later date. Applicants and students are responsible for additional tuition and fees related to retaking the course(s).

* Fingerprinting policy is applicable only to students enrolled on or after September 2017.

** Effective for applicants/students starting for the September 2020 session and beyond.

*** Previously completed or transferred nursing coursework for NR-224 is not applicable for students enrolled in the BSN online option.

† Courses that require both a standardized assessment and comprehensive skills checklist must have both components completed in order to be evaluated for re-entry.

GED® is a registered trademark of the American Council on Education and may not be used without permission.

Military to BSN Option[*]

To be eligible for the Military to BSN option, the applicant must meet all admission criteria of the pre-licensure BSN program in addition to the following:

1. Be a veteran of the United States military (honorably discharged and provide a DD form 214 "Certificate of Release or Discharge from Active Duty" showing proof of healthcare specialist rating) **or**

2. Be serving in active duty status with the United States military and provide proof of healthcare specialist rating **or**

3. Be classified with a healthcare specialist rating (i.e., Navy HM, AF 4N0X1, Army 68W) while serving in the military

4. Submit proof of a minimum of 2 years or equivalent experience as a healthcare specialist or comparable role within the past 3 years

5. Complete and receive transfer credit for BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, BIOS-242, PSYC-110 and MATH-114

* Availability varies by campus location.

Denied Applicants

Applicants denied academic eligibility by the Chamberlain Admission Committee are denied only for the session and campus location for which the decision was rendered. Applicants reapplying for admission after one year or the sixth consecutive session, will be required to pay the application fee as well as take the HESI Admission Assessment (A2).

Phase 2: Clinical Clearance

All applicants deemed academically eligible by the Chamberlain Admission Committee must complete the pre-enrollment next steps, including completion of the drug screen, background and fingerprint checks within 120 days of the session start date before the applicant is granted acceptance. Please contact an admissions representative for more information.

Pre-Licensure Conditional Acceptance

To be eligible for acceptance, a cleared drug screen and background and fingerprint checks are required. If an applicant has initiated a drug screen and background and fingerprint check, an extension may be granted and the student will be conditionally accepted to the program and placed on a clinical compliance hold. All conditionally accepted students must satisfactorily clear all drug screen and background and fingerprint checks as a condition of matriculation into the nursing program. Conditionally accepted students are not considered a regular student and enrollment will not be final until the all three screening categories are satisfied. Conditionally accepted students may not enroll in a clinical nursing course.

Conditionally accepted students are not eligible for Title IV Federal Student Aid. If conditionally accepted students using third party benefits (company reimbursement, military or veteran benefits, etc.) are not accepted to the program, they will be responsible for repaying any benefits paid to them based on enrollment certifications while conditionally accepted. During the conditional period, the student is permitted to enroll in non-clinical courses without incurring program charges. If clearance is received by Friday of Week 3, the student will be granted admission to the program and the student may be eligible for Federal Aid, retroactive to the start of the session. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student violates any Chamberlain academic policies or is not cleared by Friday of Week 3 of their first session of enrollment, they will be dropped from the course(s) and tuition will be reversed.

HESI ADMISSION ASSESSMENT (A2) TESTING

All applicants for pre-licensure programs are required to complete the HESI A2 at a Chamberlain location, at an approved location, or via an approved remote proctoring vendor prior to being deemed academically eligible and should schedule and test within 3 to 5 days of the initial application date.[*] All applicants taking the HESI A2 through Chamberlain are required to have a Chamberlain student ID number and present it at time of testing. Applicants must present one form of valid government-issued photo ID (i.e., driver's license, passport, military ID, etc.) on the day of the exam. Applicants are permitted two attempts of the HESI A2 prior to Admission Committee review. Accessing the HESI A2, regardless of completion status, is considered an attempt. Applicants testing via remote proctoring must complete the HESI A2 attempt within two business days of accessing the exam. Applicants must complete all seven required academic exams per attempt. If any of the seven academic exams result in a zero, the incomplete exam will count as an attempt, but the results will not be considered acceptable. Applicants who are not accepted or do not start within six consecutive sessions of their original intended start date will be required to retake the HESI A2. HESI A2 results are valid for one year from the completed test date and will be reviewed for academic eligibility by the admission committee within that one year timeframe. Applicants denied academic eligibility by the Chamberlain Admission Committee will be allowed to complete a third attempt within the one year of test validity for consideration in a future session start.

Military applicants who intend to enroll at Chamberlain as part of a commissioning or military scholarship program are not required to re-take the HESI A2 if they start class within nine consecutive sessions of submitting their application for admission. Former students applying for re-admission who previously completed the HESI A2 during the admission process are not required to re-test.

* Availability varies by campus location. Applicants to the BSN online option may not test at a Chamberlain campus location, even if the campus is nearby.

Any possible security breach or suspicious behavior identified during testing may require further review and evaluation. If after review and evaluation it is determined the integrity of the test has been compromised, this may result in denial of admission, re-evaluation of the acceptance decision resulting in revocation of the decision, withdrawal from the program, or permanent separation of the applicant from all Chamberlain University locations and Adtalem Global Education institutions.

Criminal Records

Chamberlain is dedicated to both enrollment and student processes that focus on empowering students for successful outcomes and preparing graduates for careers in the nursing profession. Part of this objective is our rigorous admission requirements that ensure students meet requirements for eligibility aligned with State Boards of Nursing; are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®); and meet requirements established by our clinical affiliates and employers. The safety of our students, staff, clinical affiliates and the patients they serve is our top priority. Chamberlain is committed to providing an educational environment for nursing that is focused on quality, professionalism and competent and compassionate patient care.

Some state professional standards prohibit issuing a registered nursing license to individuals with a criminal background. In addition, healthcare facilities routinely refuse to allow such persons into clinical training programs. Some healthcare facilities may also require FBI-level fingerprinting as a condition of clinical placement. Chamberlain reserves the right to deny admission to any student who has a criminal record. Chamberlain recommends that prospective students contact any county in which a criminal offense may have occurred to ensure their background is clear. Background or fingerprint checks that produce any criminal offenses, including charges or convictions, may make individuals ineligible for admission. Applicants will automatically be ineligible for admission if they have an offense that falls under certain categories, that are listed below. All other offenses will be reviewed on a case by case basis to determine the applicant's eligibility.

Exclusion Categories: Applicants may be ineligible for admission if they have offense conviction that falls under certain categories. Those categories include the following, but are not limited to:

- Alcohol or Drug related
- Theft
- Assault/Battery
- Disorderly Conduct
- Fraud

COLLEGE *of* NURSING
Undergraduate/Post-Licensure Admission Requirements

RN TO BSN OPTION

- A nursing diploma or Associate Degree in Nursing from an institution accredited by an agency recognized by either the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.[*]

- A minimum Cumulative Grade Point Average (CGPA) of 2.0 on a 4.0 scale.

- Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN[**]. Before entering any clinical courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the clinical(s). Students who fail to maintain an active, unrestricted license throughout their clinical courses do not meet the clinical requirements and cannot progress. Students are expected to maintain RN licensure throughout the entire program of study as a professional best-practice.

RN-BSN TO MSN OPTION

- A nursing diploma or Associate Degree in Nursing from an institution accredited by an agency recognized by either the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education[*]

- A minimum Cumulative Grade Point Average (CGPA) of 2.0 on a 4.0 scale

- Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN[**]. Before entering any clinical/practicum courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the clinical(s). Students who fail to maintain an active, unrestricted license throughout their clinical/practicum courses do not meet the clinical/practicum requirements and cannot progress. Students are expected to maintain RN licensure throughout the entire program of study as a professional best-practice.

- CGPA of 3.0 or greater in RN to BSN coursework (minimum of 24 credit hours of coursework must be taken at Chamberlain), excluding NR-361 and NR-451

- Completion of all general education courses for the BSN degree, and patient care experience (if admission to the AGACNP specialty track is desired)[***]

LICENSED VOCATIONAL NURSE (LVN) 30 UNIT OPTION FOR CALIFORNIA CAMPUS STUDENTS ONLY

Chamberlain provides the opportunity for a vocational nurse licensed in California to become eligible to apply for licensure as a registered nurse in accordance with California Regulation 1429 (a) (b) and (c). Applicants with an active, unrestricted LVN license must indicate their intent to apply for licensure under the LVN 30 Unit Option at the time of application; such applicants will be admitted on a space available basis.

Students may not exceed 30 semester credit hours in the LVN 30 Unit Option. Coursework is limited to 12 credit hours in science: BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242 and 18 credit hours in clinical nursing: NR-326; NR-329; NR-341; NR-446.

Applicants considering the LVN 30 Unit Option should carefully consider the following before pursuing admission:

- Graduates may be unable to apply for RN licensure in other states due to not having an earned nursing degree.

- Graduates may be unable to find employment in an RN role due to not having an earned nursing degree.

- Graduates may be unable to enroll in advanced nursing education including an RN-BSN completion program due to not having an earned nursing degree.

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[*] Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by the Department of Education or CHEA, as determined by an independent transcript evaluation.

[**] Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

[***] Admission to the Adult-Gerontology Acute Care Nurse Practitioner track requires two years of acute/critical patient care experience within the last five years, preferably consecutive, at the time the application is submitted.

COLLEGE *of* NURSING
Graduate Admission Requirements

MASTER OF SCIENCE IN NURSING (MSN), MSN NURSE PRACTITIONER, ACCELERATED MSN OPTION & ACCELERATED MSN WITH CLINICAL NURSING LEADERSHIP OPTION

Prospective students must complete an application and interview with a Chamberlain admission advisor. They must provide documentation of previous education and licensure. When all admission requirements are fulfilled, applicants are notified in writing of their admission status.

- A degree in nursing at the bachelor's level or higher from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA).[*]

- A minimum undergraduate Cumulative Grade Point Average (CGPA) of 3.0 on a 4.0 scale for the Bachelor of Science in Nursing (BSN) degree

- Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN.[**] Before entering any clinical/practicum courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the clinical(s).[***] Students who fail to maintain an active, unrestricted license throughout their clinical/practicum courses do not meet the clinical/practicum requirements and cannot progress. Students are expected to maintain RN licensure throughout the entire program of study as a professional best-practice.

- For the Adult-Gerontology Acute Care Nurse Practitioner Specialty Track Only: Two years acute/critical patient care experience within the last five years, preferably consecutive, at the time the application is submitted

[*] Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by the Department of Education or CHEA, as determined by an independent transcript evaluation.

[**] Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

[***] Applicants applying to any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean.

Provisional Acceptance [Non-Nurse Practitioner (NP)]

Applicants who meet all general admission requirements to the Master of Science in Nursing degree program, but who have a CGPA for the Bachelor of Science in Nursing (BSN) degree between 2.75 to 2.99, may be granted provisional acceptance and placed on academic warning. See the Academic Warning sections for additional information. Provisional acceptance is not granted for the graduate certificate program.

Provisional Acceptance (NP)

Applicants who meet all general admission requirements to the Master of Science in Nursing (MSN) degree program, but who have a CGPA for the BSN degree between 2.75 to 2.99, may be granted provisional acceptance to an NP Specialty Track and be placed on Academic Warning. See the Academic Warning sections for additional information. These applicants must complete an NP assessment to determine the appropriate course placement. Provisional acceptance is not granted for the graduate certificate program.

Nurse Practitioner (NP) Specialty Tracks are science intensive; student success is related to the ability to synthesize knowledge in nursing science courses of pharmacology, physical assessment and pathophysiology. To provide resources to foster success in the NP courses, provisionally accepted NP students complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP Specialty Track.

Based upon the assessment results:

- Students whose science knowledge is assessed within the passing threshold or 70 percent will be placed in an NP course and can declare NP (if all other specialty track change requirements have been met) if changing tracks; or

- Students who require additional science knowledge as identified by the assessment or below 70 percent will be placed in NR-545: Pharmacology, Physical Assessment & Pathophysiology Nurse Practitioner Graduate Placement Course[*] (3 credits)

[*] Students who do not successfully complete NR-545 on the first attempt may repeat it once. Unsuccessful completion of the course after the second attempt will result in dismissal from Chamberlain.

ACCELERATED RN TO MSN OPTION & ACCELERATED RN TO MSN WITH CLINICAL NURSING LEADERSHIP OPTION

Prospective students must complete an application and interview with a Chamberlain admission advisor. They must provide documentation of previous education and nursing licensure. When all admission requirements are fulfilled, applicants are notified in writing of their admission status.

- A nursing diploma or a degree in nursing at the associate level or higher from an institution accredited by an agency recognized by either the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education[*]

- A minimum undergraduate Cumulative Grade Point Average (CGPA) of 3.0 on a 4.0 scale for prior undergraduate nursing degree

• Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN**. Before entering any clinical/practicum courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse (or equivalent licensure outside the U.S. in the state or country where the student will conduct their practicum experiences). Students who fail to maintain an active, unrestricted license throughout their clinical/practicum courses do not meet the clinical/practicum requirements and cannot progress. Students are expected to maintain RN licensure throughout the entire program of study as a professional best-practice.

Provisional Acceptance

Applicants who meet all general admission requirements to the MSN degree program's accelerated options, but who have a CGPA for the post-secondary nursing degree between 2.75 to 2.99, may be granted provisional acceptance and placed on academic warning. See the Academic Warning sections for additional information.

NURSING CERTIFICATE PROGRAMS

Admission

• **Post-Baccalaureate Certificate Program** – A degree in nursing at the baccalaureate level or higher from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA)

• **Graduate Certificate Programs** – A degree in nursing at the master's level or higher from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA)

• A minimum cumulative graduate GPA of 3.0 on a 4.0 scale for the earned master's in nursing degree

• Current, active unrestricted RN license from the U.S. or from a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN).** Before entering any practicum courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse in the state where the student will conduct the practicum(s).*** Students who fail to maintain an active unrestricted license throughout their practicum courses do not meet the practicum requirements and cannot progress. Students are expected to maintain RN licensure throughout the entire program of study as a professional best-practice.

• For the Adult-Gerontology Acute Care Nurse Practitioner Specialty Track and the Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner Only: Two years acute/critical patient care experience within the last five years, preferably consecutive, at the time the application is submitted.

* Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by the Department of Education or CHEA, as determined by an independent transcript evaluation.

** Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

*** Applicants applying to any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean.

DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM

Current, active unrestricted license to practice as a registered nurse in the student's state of residence. A registered nurse with a Nurse Licensure Compact license must reside in a state that is included in the Nurse Licensure Compact

Plus, one of the following:

• A degree in nursing at the master's level or higher with a minimum CGPA of 3.0 on a 4.0 scale from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA)*

• A Bachelor of Science in Nursing degree and a degree in a discipline other than nursing at the master's level or higher with a minimum CGPA of 3.0 on a 4.0 scale from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA)*

 Successful completion of the following courses satisfied through transfer credit, a Chamberlain portfolio** or coursework completed at Chamberlain, with a minimum CGPA of 3.0:

 – NR-500: Foundational Concepts and Applications

 – NR-501: Theoretical Basis for Advanced Nursing Practice

 – NR-505: Advanced Research Methods: Evidence-Based Practice

 – NR-512: Fundamentals of Nursing Informatics

 – NR-506: Healthcare Policy

• Students with a Bachelor of Science in Nursing degree and a non-nursing master's degree may submit a portfolio in lieu of any or all of the courses listed above to earn course waivers

ADDITIONAL ADMISSION REQUIREMENTS

• Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN***. Before entering any practicum courses, students must provide proof of current, active, unrestricted license to practice as a RN (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the practicum(s). Students who fail to maintain an active, unrestricted license throughout their practicum courses do not meet the practicum requirements and cannot progress. Students are expected to maintain RN licensure throughout the entire program of study as a professional best-practice.

DNP CONDITIONAL ACCEPTANCE

To be eligible for acceptance, successful completion of all preparatory coursework with a minimum cumulative GPA of 3.0 is required. All conditionally accepted students must satisfactorily meet all admission requirements as a condition of matriculation into the Doctor of Nursing Practice degree program. Conditionally accepted students are not considered a regular student and enrollment will not be final until all conditions satisfied. Conditionally accepted students are not eligible to enroll in a practicum nursing course. During the conditional period, the student is permitted to enroll in non-practicum courses and will not be eligible for Title IV Federal Student Aid.

If conditionally accepted students using third party benefits (company reimbursement, military or veteran benefits, etc.) are not accepted to the program, they will be responsible for repaying any benefits paid to them based on enrollment certifications while conditionally accepted. If preparatory coursework is successfully completed with a GPA of a 3.0, the student will be granted admission to the program. Eligible students may receive FSA grants for the entire payment period and loans for the period of enrollment. If the student violates any Chamberlain academic policies or has not satisfactorily completed the preparatory coursework, the student will be dropped from the course(s) and tuition will be refunded. The student should contact a student support advisor for more information on how conditional acceptance impacts financial aid status.

DNP PREPARATORY COURSEWORK

Chamberlain provides the opportunity for students to enroll in preparatory coursework to prepare for admission to the Doctor of Nursing Practice (DNP) degree program. The DNP program is designed for registered nurses with a master's degree in nursing. Registered nurses with a Bachelor of Science in Nursing degree and a master's degrees in fields other than nursing, must complete five Chamberlain courses (15 credits) prior to being admitted to the DNP degree program through any combination of transfer credit (maximum of six semester hours), course waiver via a Chamberlain portfolio or successful course completion at Chamberlain.

If accepted, a student will be admitted as a non-matriculating student until all preparatory coursework is completed. Time to complete prerequisite courses will vary depending on the number of required prerequisite courses which remain after transfer credit (if any) is awarded. Students will be notified of the total number of preparatory courses they need to complete at the time of admission. Preparatory coursework is limited to the following nursing courses: NR-500: Foundational Concepts and Applications; NR-501: Theoretical Basis for Advanced Nursing Practice; NR-505: Advanced Research Methods: Evidence-Based Practice; NR-506: Healthcare Policy and NR-512: Fundamentals of Nursing Informatics.

Applicants must have a master's level degree or higher* with a minimum CGPA of 3.0 on a 4.0 scale and a current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN***. Please see the Graduate Admission Requirements section of the catalog for more information on admission to the Doctor of Nursing Practice program. Students enrolled in DNP preparatory coursework may be eligible for Direct Subsidized/Unsubsidized Loans. Please see the Tuition & Assistance section of this catalog for more information.

* Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by the Department of Education or CHEA, as determined by an independent transcript evaluation.

** Chamberlain provides qualified DNP Preparatory applicants and students with the opportunity to receive course waivers through completion of a Chamberlain portfolio. To complete the Chamberlain portfolio process for NR-500, NR-501, NR-505, NR-506 and/or NR-512, applicants or students must successfully document and provide sufficient evidence, to reflect attainment of each course outcome. Faculty will assess each course portfolio submitted to determine if attainment is achieved for each course outcome. In order to receive a course waiver, evidence of all course outcomes must be met. Students interested in this portfolio process should contact their student support advisor immediately upon admission for more details.

*** Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

COLLEGE *of* HEALTH PROFESSIONS

Graduate Admission Requirements

MASTER OF PUBLIC HEALTH (MPH) DEGREE PROGRAM & POST-BACCALAUREATE CERTIFICATE PROGRAM ADMISSION REQUIREMENTS

- A degree at the bachelor's level or higher from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA)*. Degrees earned from non-U.S. schools will be considered based on evaluation of transcripts by a National Association of Credential Evaluation Services, Inc. (NACES) approved evaluating agency.

- A minimum undergraduate cumulative grade point average (CGPA) of 3.0 on a 4.0 scale **or**

- A minimum cumulative grade point average (CGPA) of 3.0 on a 4.0 scale based on nine or more semester hours of graduate coursework.

* Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by the Department of Education or CHEA, as determined by an independent transcript evaluation.

MASTER OF PUBLIC HEALTH (MPH) & MPH POST-BACCALAUREATE CERTIFICATE PROVISIONAL ACCEPTANCE

Applicants who meet all general admission requirements to the Master of Public Health degree program and the MPH Post-Baccalaureate Certificate, but who have a CGPA for the bachelor's degree between 2.5 to 2.99, may be granted provisional acceptance and placed on academic warning. Provisionally accepted students will need to complete an additional Professional Writing course to meet graduation requirements. See the Academic Warning sections for additional information.

MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAM

Prospective MSW degree program students must complete an application for admission and interview with a Chamberlain admission representative. Admission requirements differ for Advanced Standing and Traditional Options. Admission to the MSW degree program is dependent on the enrollment status of the student. All applicants are considered based on an analysis of their application. There is no GRE required for admission to the MSW degree program. Requirements for admission to Chamberlain and the MSW degree program include the following:

Master of Social Work – Traditional Option Admission Requirements

- A degree at the bachelor's level or higher with a minimum CGPA of 2.5 on a 4.0 scale from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA). Degrees earned from non-U.S. schools will be considered based on evaluation of transcripts by a National Association of Credential Evaluation Services, Inc. (NACES) approved evaluating agency

Master of Social Work (MSW) – Advanced Standing Option Admission Requirements

Degrees earned within the past 5 years:

- A degree in social work at the bachelor's level or higher with a minimum CGPA of 3.0 on a 4.0 scale from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA) and accredited by the Council on Social Work Education (CSWE). Applicants with foreign transcripts must have graduated from an accredited international program in social work where the accrediting body has a memorandum of understanding with CSWE or whose degree has been evaluated and approved by the CSWE International Social Work Degree Recognition Service.

or

Degrees earned in excess of 5 years:

- A degree in social work at the bachelor's level or higher with a minimum CGPA of 3.0 on a 4.0 scale from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA) and accredited by the Council on Social Work Education (CSWE). Applicants with foreign transcripts must have graduated from an accredited international program in social work where the accrediting body has a memorandum of understanding with CSWE or whose degree has been evaluated and approved by the CSWE International Social Work Degree Recognition Service.

- An active social work license in good standing with a state board in the U.S.*

* Chamberlain reserves the right to admit candidates with social work licensure from countries outside the U.S. where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee in the view of the policies regulated by the Council of Social Work Education.

MASTER OF SOCIAL WORK (MSW) PROVISIONAL ACCEPTANCE

Provisional admission will be applied to applicants who meet all general admission requirements to enter the Master of Social Work degree program, but who have a CGPA for the bachelor's degree between 2.0 to 2.49. These applicants may be granted provisional acceptance and placed on academic warning. See the Academic Warning sections for additional information. Provisional Acceptance is only available to students applying to the MSW Traditional Option.

LIFE EXPERIENCE OR PREVIOUS WORK EXPERIENCE

The MSW degree program does not grant or accept course credit, nor grant field practicum hours, for previous work and/or life experience.

Registration

Registration & Orientation

In addition to satisfying all admission requirements, students must complete the following pre-enrollment steps prior to course registration:

- Completed enrollment agreement
- Completed enrollment agreement addendum (as applicable)
- Completion of any necessary placement tests (as applicable)
- Signed Student Code of Conduct form (pre-licensure only)
- Financial aid clearance

As a resource to enhance online learning abilities, Chamberlain provides a self-administered assessment to determine student readiness in taking online courses. All students will be provided the online readiness assessment tool to confirm they are online ready.

After admission notification, registration and orientation schedules are arranged by each location/program. Contact your student support advisor for more information.

TRANSITIONAL STUDIES

Eligibility to enroll in courses is based on assessment/placement results, prior college credit or successful completion of transitional studies coursework. Transitional studies courses are unlikely to transfer to other institutions and may increase program length and cost. Students should begin this coursework at the earliest opportunity. Once enrolled in a transitional studies course, no additional placement testing can occur. For purposes of evaluating satisfactory academic progress, transitional studies coursework is included in attempted and earned credit hours, but not used when computing GPA. Failure to achieve a "B" or higher (or "C" or higher for NR-545) on the subsequent attempt will result in dismissal from Chamberlain. For additional details regarding academic progress, see the Academic Standards section of this catalog.

STEP-UP TO SUCCESS SEMINAR

The Step Up to Success Seminar is a two-week online seminar designed to encourage student success towards graduation. This seminar was developed to reinforce knowledge that is foundational to nursing courses. Chamberlain offers this seminar as part of a multi-faceted success plan and no tuition will be charged. The Step Up to Success Seminar is strongly recommended for Bachelor of Science in Nursing students that fall below the program's recommended admission standards.

Eligibility to enroll in the Step Up to Success Seminar for Bachelor of Science in Nursing students is based on a weighted evaluation, CGPA and A2 Admission Assessment test scores. Students who are either required to take or eligible to enroll in this seminar should begin this at the earliest opportunity. Chamberlain will allow repeated enrollments in the Step up to Success Seminar and strongly recommend that students continue to repeat the seminar until achieving successful completion.

COURSE DIAGNOSTIC TESTS

Initial course placements are based on a student's demonstrated college-level skills. In selected courses, additional focused diagnostic testing may occur at the beginning of the course. This may result in the student being required to enroll in coursework at the immediately prior proficiency level or receiving permission to enroll at the next higher level.

TRANSFER TO OTHER INSTITUTIONS

Students should be aware that degree requirements vary from institution to institution. Course credits, including transitional studies coursework, are not guaranteed to transfer to other schools. Acceptance of credits is subject to the receiving institution's requirements. Acceptance of the degree or certificate earned at Chamberlain is also at the discretion of the receiving institution. If the credits, degree or certificate earned at Chamberlain are not accepted at an institution to which a student seeks to transfer, the student may be required to repeat some or all coursework at that institution. For this reason students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which a student may seek to transfer after attending Chamberlain to determine if credits, degree or certificate will transfer.

TRANSFERABILITY OF CREDITS

The transferability of credits earned at Chamberlain University is at the discretion of the receiving college, university or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Chamberlain University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at Chamberlain University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or that credits earned at Chamberlain University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned.

TRANSFER STUDENTS

If considering a transfer to Chamberlain, students should examine Chamberlain requirements early in their college experience to begin making transfer plans in advance. Transfer students must follow the Chamberlain admission guidelines and procedures. Previous educational experiences are recognized by students demonstrating knowledge through examination of skill and subject matter and/or evaluation of transcripts. The acceptance of transfer and proficiency credits may result in a change of program completion times and cost. Transfer and proficiency credit that satisfies graduation requirements is considered when determining a student's academic level and progress; however, this credit is not used when computing GPA or residency requirements. All transfer and proficiency credit must comply with residency and curriculum requirements. Transferring courses and proficiency credit may affect eligibility for financial assistance. Contact a student support advisor for more information.

An applicant seeking to transfer coursework or proficiency credit from another institution must request a credit evaluation prior to the first semester at Chamberlain. If there are extenuating circumstances, such as lack of course availability or scheduling conflicts, a student may request permission from the academic dean or approved designee to satisfy additional course requirements through transfer credit or examination. Credit requested after initial registration must be approved by the academic dean or approved designee prior to the student registering for the course or the exam at any other institution.

Advanced Standing by Transfer of Credit

Chamberlain evaluates transfer courses from institutions accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA). Official foreign transcripts must be evaluated by a NACES-approved evaluating agency. Chamberlain may require a catalog, syllabus or additional material.

Transfer of courses are considered on an individual basis. Official transcripts from previously attended institutions are required and the course(s) must be comparable in level and content to the course for which the student receives credit. The evaluation includes an analysis of how the courses accepted in transfer meet specific course requirements in the curriculum. Chamberlain does not accept transfer credit for life experience, transitional studies coursework and courses taken on a pass/fail basis.

Students may request to waive transfer credit that is awarded and enroll in the course at Chamberlain. Once transfer credit is waived, it cannot be reinstated. If a grade has already been earned for a course at Chamberlain, transfer credit will not be considered for that course. Veteran students utilizing Veterans Education Benefits are unable to waive transfer credit.

Undergraduate Transfer Credit Requirements Only

- A grade of "B-" or higher is required for all science and nursing transfer credits (pre-licensure only). A grade of "C" or higher is required for all other transfer credits.

- "C" grades earned in science courses may be accepted for transfer if the corresponding HESI Admission Assessment (A2) score is 72 or greater. A second HESI A2 attempt may not be completed after academic eligibility is determined.

- Pre-licensure nursing coursework must have been completed within the past five years and be from a baccalaureate level program to be considered for transfer credit or for degree completion.

- Transfer credit will not be awarded for any clinical nursing course at the 300 level or above.

- Courses transferring in for microbiology, chemistry or anatomy and physiology credit must have been completed within 10 years of the date of enrollment or re-entry (See the Re-Entry Requirement section of this catalog) and include a lab component in order to be considered for transfer credit or for degree completion.

- Students transferring credit for fundamentals, pharmacology and/or health assessment will be required to take the standardized subject matter exam for that course by a pre-determined deadline and will be offered individual remediation as needed. Students must complete the fundamentals exam prior to registration of their first clinical nursing course. For details on how completion of the standardized subject matter exams impact registration, see the Registration section of this catalog. Please contact your admission representative for more information.

- **September 2020 and Beyond:** In order for transfer credit to be awarded for fundamentals – patient care and/or pharmacology, pre-licensure students will be required to take and pass the standardized assessment for that course prior to the pre-enrollment appointment. Applicants or students may opt to bypass individual standardized assessments and retake the courses with Chamberlain.[*] Due to financial aid and academic implications it is in the best interest of the student to carefully choose which option they wish to pursue; students who choose to bypass the assessments and enroll in the coursework at Chamberlain may not be allowed to demonstrate proficiency at a later date. Applicants and students are responsible for additional tuition and fees related to retaking the course(s). For details on how completion of the standardized assessment impacts registration, see the Undergraduate/Pre-Licensure Admission Requirements section of this catalog. Contact your admission representative for more information.

- **September 2020 and Beyond:** In order for transfer credit to be awarded for fundamentals – skills[*] and/or health assessments, pre-licensure students will be required to take and pass a standardized assessment and comprehensive skills checklist prior to the pre-enrollment appointment. Applicants or students may opt to bypass individual standardized assessments and comprehensive skills checklists and retake the courses with Chamberlain.[**] Due to financial aid and academic implications it is in the best interest of the student to carefully choose which option they wish to pursue; students who choose to bypass the assessments or skills checklists and enroll in the coursework at Chamberlain may not be allowed to demonstrate proficiency at a later date. Applicants and students are responsible for additional tuition and fees related to retaking the course(s). For details on how completion of the standardized assessment impacts registration, see the Undergraduate/Pre-Licensure Admission Requirements Registration section of this catalog. Please contact your admission representative for more information.

[*] Previously completed or transferred nursing coursework for NR-224 is not applicable to students enrolled in the BSN online option.

[**] Courses that require both a standardized assessment and comprehensive skills checklist must have both components completed in order to be evaluated for re-entry.

NOTE: Pass "P" grades awarded during Spring 2020 and Summer 2020 semesters (or grades awarded during the following months: March 2020-September 2020) will be considered as transferable. Pass grades in science courses may be accepted for transfer if the corresponding HESI Admission Assessment (A2) test score is 72 or greater.

Graduate Transfer Credit Requirements – Nursing

- A grade of "B" or higher is required for all transfer credits.

- Core nursing coursework must have been completed within the past seven years to be considered for transfer or for degree completion.*

- Specialty nursing coursework must have been completed within the past five years to be considered for transfer or for degree completion.*

- Maximum of 6 semester hours of transfer credit may be accepted except for master's or doctorally prepared certified nurse practitioners in NP graduate certificate programs for which a maximum of 12 credit hours may be accepted for NR-503, NR-506NP, NR-507 and NR-509.

- Maximum of 3 semester hours of transfer credit may be accepted for the Graduate Certificate in Nursing Informatics without Practicum.

- For the NP specialty tracks, transfer credits will only be accepted for the core courses.

  – NR-545 will have no expiration or aging time frame in order to be considered for degree completion.

- For Doctor of Nursing Practice (DNP), qualifying practicum hours will be considered for transfer.

- DNP students who have been out for six or more sessions who have started the Project and Practicum course sequence will need to start over in the first Project and Practicum course upon re-entry to the DNP degree program and will be required to complete NR-730 DNP Project prior to enrolling in NR-702.

* Credits earned in Chamberlain's DNP degree program will be evaluated for degree completion only.

Graduate Transfer Credit Requirements – Health Professions

- A grade of "B" or higher is required for all transfer credits.

- Maximum of 6 credits may be transferred into the Master of Public Health degree program and post-baccalaureate certificate programs except for the Public Health Generalist.

- Maximum of 3 semester hours of transfer credit may be accepted for the Post Baccalaureate Certificate in Public Health Generalist.

- Maximum of 15 credits may be transferred in the Master of Social Work Traditional Option.

- Maximum of 6 credits may be transferred into the Master of Social Work Advanced Standing Option.

NOTE: Pass "P" grades awarded during Spring 2020 and Summer 2020 semesters (or grades awarded during the following months: March 2020-September 2020) will be considered as transferable.

Re-Entry Requirements (Pre-Licensure Programs Only) September 2020 & Beyond

For all academically dismissed students that will be reinstated after two or more sessions of non-enrollment and re-admitted applicants, the following will apply:

All previously completed or transferred science credit will be re-evaluated for students who have been academically dismissed and not enrolled for two or more sessions or students that have not enrolled for a period of six or more sessions. If the science or science elective course does not meet the re-entry rules in place at the time of re-evaluation, the course will need to be repeated.

These students must also demonstrate proficiency in previously completed or transferred nursing courses. Standardized assessments and comprehensive skills checklists for courses listed below must be completed prior to the start of the re-entry session. Readmitted applicants must complete assessments and skills checklists prior to the pre-enrollment appointment. Applicants or students may opt to bypass individual standardized assessments and comprehensive skills checklists and retake the courses with Chamberlain.* Due to financial aid and academic implications it is in the best interest of the student to carefully choose which option they wish to pursue; students who choose to bypass the assessments or skills checklists and enroll in the coursework at Chamberlain may not be allowed to demonstrate proficiency at a later date. Applicants and students are responsible for additional tuition and fees related to retaking the course(s).

If the student is not successful on the first attempt of any assessment or skills checklist, the student will be enrolled in that course when it is available and must also repeat all nursing courses that were not successfully passed.

No assessment or skills checklist will be allowed unless the student previously earned a passing grade in that course at Chamberlain. Any course for which a passing grade was not earned previously at Chamberlain must be repeated.

* Courses that require both a standardized assessment and comprehensive skills checklist must have both components completed in order to be evaluated for re-entry.

Standardized Assessments:

- Fundamentals – Patient Care (NR-226)
- Adult Health I (NR-324, NR-329)
- Adult Health II (NR-325, NR-330)
- Pharmacology I, Pharmacology II or Pharmacology for Nursing Practice (NR-291, NR-292, NR-293)
- Mental-Health Nursing (NR-320, NR-326)
- Maternal-Child Nursing (NR-321, NR-327)
- Pediatric Nursing (NR-322, NR-328)
- Complex Adult Health (NR-341, NR-342)
- Community Health Nursing (NR-441, NR-442, NR-444)
- Collaborative Healthcare (NR-446)

Standardized Assessments and Comprehensive Skills Checklists:

- Fundamentals – Skills (NR-224)*
- Health Assessment I (NR-302)
- Health Assessment II (NR-304)
- Health Assessment (NR-306)**

An individualized academic plan of study developed by campus academic leadership is required for re-entry of academically dismissed students who have received approval to be reinstated into the program and have less than two sessions of non-enrollment.

* Previously completed or transferred nursing coursework for NR-224 is not applicable to students enrolled in the BSN online option.

** For BSN online option only

Re-Entry Requirements (Nurse Practitioner Specialty Track Students Only) March 2021 & Beyond

For all readmitted applicants, who have completed NR-509 in the curriculum, the following will apply:

The student must complete an assessment prior to re-entry to determine the appropriate course placement. Students will have one attempt to earn a passing score. If the assessment is successfully passed, the student may resume where they left off in the program. If the student is unsuccessful on the first attempt, the student will be enrolled in NR-509 (and the associated immersion) when it is available. NR-509 must be successfully completed in order to continue in the degree program.

Advanced Standing by Proficiency Testing

Incoming students requesting proficiency credit from approved tests must submit official transcripts prior to initial registration. Approved tests include the International Baccalaureate (IB) program, Advanced Placement (AP), College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST). All proficiency credit from approved tests must meet the minimum score required by Chamberlain. A student's educational history (including military) may also be recognized for proficiency credit via an appropriate credit recommendation from the American Council on Education (ACE).

Students who believe course material has been mastered, either through coursework completed outside Chamberlain for which transfer credit cannot be given or through self-study, may request a Chamberlain proficiency examination for the course, provided they have not previously attempted the proficiency exam. Coursework satisfied by a Chamberlain proficiency exam cannot be repeated for a grade. Any possible security breach or suspicious behavior during testing may require further review and evaluation. If after review and evaluation it is determined the integrity of the test has been compromised, the test may be assessed as a No Pass and credit is not awarded. A proficiency assessment can only be attempted one time. Contact a student support advisor for more information.

Advanced Standing by Proficiency Testing for California Military Personnel

Chamberlain recognizes that military personnel in California with previous knowledge, training and experience as healthcare specialists that meet the criteria below may be able to demonstrate achievement of all pre-licensure BSN course outcomes through proficiency examinations. Proficiency examinations are comprehensive final assessments (challenge exams) that provide veterans the opportunity to demonstrate achievement of course learning outcomes.

Eligible students who feel that course material has been mastered, either through coursework completed outside Chamberlain for which transfer credit cannot be given or through self-study, may request a Chamberlain proficiency examination for any course in the pre-licensure BSN curriculum, provided they have not previously attempted the proficiency exam. Nursing proficiency examinations must be completed in the order of course sequencing set forth on the curriculum plan. Some courses will require completion of a standardized assessment and/or a comprehensive skills checklist in order to validate previously acquired knowledge/skill. Proficiency exams may only be attempted one time and coursework satisfied by a Chamberlain proficiency exam cannot be repeated for a grade. Contact a student support advisor for more information.

Eligible Criteria:

1. Be a veteran of the United States military (honorably discharged and provide a DD form 214 "Certificate of Release or Discharge from Active Duty" showing proof of healthcare specialist rating) or

2. Be serving in active duty status with the United States military and provide proof of healthcare specialist rating or

3. Be classified with a healthcare specialist rating (i.e., Navy HM, AF 4N0X1, Army 68W) while serving in the military

4. Submit proof of a minimum of 2 years or equivalent experience as a healthcare specialist or comparable role within the past 3 years

LPN/LVN Proficiency Testing*

Chamberlain provides qualified LPN/LVN licensed students with the opportunity to earn the 3-year BSN degree with up to nine** proficiency credits. Eligible students must be admitted to the BSN program and hold an unrestricted, active license as a practical/vocational nurse from the U.S. or a jurisdiction that is an associate member of the National Council of State Boards of Nursing. To earn proficiency credit for NR-224*** and NR-226, students must successfully complete the Nursing Fundamentals standardized assessment and the nursing skills validation. To earn proficiency credit for PSYC-290, students must successfully complete the Lifespan Development proficiency exam. Students interested in this proficiency testing should contact their student support advisor immediately upon admission for more details.

* Availability varies by state.

** California students enrolled prior to September 2017 may have completed NR-227 to fulfill the NR-226 requirement and earn up to ten proficiency credits. Students enrolled in the BSN online option have the opportunity to earn up to six proficiency credits.

*** Previously completed or transferred nursing coursework for NR-224 is not applicable for students enrolled in the BSN online option.

RESIDENCY REQUIREMENT*

Students must complete at least 25 percent of the undergraduate programs' required credit hours through coursework completed at Chamberlain. Program-specific policies may require students to take certain courses in residence at Chamberlain.

NOTE: Students enrolled in a degree and certificate program at or above the associate degree level at a Virginia location are required to earn at least 30 percent of the program's required credit hours through coursework completed at Chamberlain.

* Refer to the Advanced Standing by Transfer of Credit and Graduation requirements section of the academic catalog for program specific transfer credit details.

COURSE DESCRIPTIONS

Following are descriptions of courses from which students may choose, provided prerequisites are met. Co-requisites are requirements that must be completed prior to or at the same time as the specified course. To learn which courses apply to the chosen curriculum, see Program Descriptions, which provides details on required courses and alternative choices.

Course descriptions are presented alphabetically, by course designator.

The following course-numbering system is used:

- Courses in the 100 series are primarily for undergraduate freshmen

- Courses in the 200 series are primarily for undergraduate sophomores

- Courses in the 300 series are primarily for undergraduate juniors

- Courses in the 400 series are primarily for undergraduate seniors

- Courses in the 500 and 600 series are primarily for graduate level students

- Courses in the 700 series are primarily for doctorate level students

Numbers at the end of each course title refer to:

XX	XX	XX	XX
Lecture Contact Hours	Lab Contact Hours	Clinical Contact Hours	Semester Credit Hours

General Education Core Courses

ELECTIVES

BUSN-115: Introduction to Business & Technology
3 Credits (Theory 3) – 48/0/0/3

This course introduces business and the environment in which businesses operate. Students examine the role of major functional areas of business and interrelationships among them. Organizational theories and techniques are examined and economic, cultural, political and technological factors affecting business organizations are evaluated.

■ Prerequisite: None

COMP-150: Computer & Technology Applications in Health Professions
3 Credits (Theory 3) – 48/0/0/3

This course introduces basic concepts and principles underlying personal and business productivity tools and technologies widely used in health settings, such as operating systems, word processors, spreadsheets and mobile devices. Students also learn basic computer terminology and concepts. Hands-on exercises provide students with experience in the use of the different technologies and current productivity tools. The minimum requirement to pass this course is 80 percent and grades of "C" and "D" are not assigned.

■ Prerequisites: None

ENGLISH & COMMUNICATION

COMM-285: Cross-Cultural Communication
3 Credits (Theory 3) – 48/0/0/3

This course introduces basic aspects of cross-cultural communication within and outside of the workplace. It explores various complexities involved in cross-cultural communication, addressing the characteristics of effective communication and factors such as cultural diversity, cultural studies and cultural identities. Written and oral message design and delivery are also addressed.

■ Prerequisite: ENGL-117

ENGL-062: Introduction to Reading & Writing
4 Credits (Theory 4) — 64/0/0/4

This transitional studies course is designed to enhance students' reading and writing skills so they can effectively complete other courses in their program of study. Coursework focuses on process-based activities designed to develop pre-reading, reading and responding skills, as well as pre-writing, writing and revising skills that promote critical thinking. An integrated approach links reading with writing and addresses basic grammar integral to the writing process. The minimum requirement to pass this course is 80 percent and grades of "C" and "D" are not assigned. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. Eligibility to enroll in the course is based on placement results.

■ Prerequisite: Eligibility to enroll in the course is based on placement results

ENGL-117: English Composition
3 Credits (Theory 3) — 48/0/0/3

This course develops writing skills through analysis of essays, articles and other written works that are used as models for writing practice and development. Writing assignments stress process approaches, development, organization, revision and audience awareness. Students use word processing and web-based tools to develop written work. Eligibility to enroll in this course is limited to students enrolled in Chamberlain.

■ Prerequisite: Eligibility to enroll in the course is based on placement results or successful completion of ENGL-062

ENGL-147: Advanced English Composition
3 Credits (Theory 3) — 48/0/0/3

This course builds on the conventions and techniques of composition through critical reading requirements and longer, more sophisticated reports, including a library research paper. Assignments require revising and editing for an intended audience. Students are also taught search methods for accessing a variety of print and electronic resources. Eligibility to enroll in this course is limited to students enrolled in Chamberlain.

■ Prerequisite: ENGL-117

SPCH-275: Public Speaking
3 Credits — 48/0/0/3

This course teaches basic elements of effective public speaking. Topics include audience analysis, organization, language, delivery and nonverbal communication. Practical application is provided through a series of individual and group presentations in a variety of rhetorical modes.

■ Prerequisite: None

SPCH-277: Interpersonal Communication
3 Credits (Theory 3) — 48/0/0/3

This course explores ways in which people interact verbally and non-verbally and teaches basic principles of interpersonal communication including perception, self-concept, persuasive communication, nonverbal communication, semantics, roles and norms and communication barriers. Activities include participating in groups, pairs and interactive communication situations.

■ Prerequisites: ENGL-117

HUMANITIES & FINE ARTS

ETHC-445: Principles of Ethics
3 Credits (Theory 3) — 48/0/0/3

Through readings, discussions and case studies of contemporary issues, this course helps students acquire the ethical tools to determine appropriate courses of action. Ethical principles are applied to choices and decisions that arise in professional and personal life and that reflect membership in a democratic society.

■ Prerequisite: ENGL-147

HIST-405: United States History
3 Credits (Theory 3) — 48/0/0/3

This course examines American history from the formation of the 13 original colonies to the present. Coursework addresses the struggle to define American citizenship and government, development of the nation and a national economy and racial exclusion in American society. Also examined are the country's transformation to a world power, reconstruction, resurgence, recession and reform, principles of justice and the American experience. Students who receive credit for this course may not also receive credit for HIST-225.

■ Prerequisite: ENGL-147

HIST-410: Contemporary History
3 Credits (Theory 3) — 48/0/0/3

This course examines major 20th century political, social, economic and technological developments in a global context. It also establishes a context for historical events and suggests relationships among them. The impact of technological innovation on contemporary society, politics, military power and economic conditions is explored.

■ Prerequisite: ENGL-147

HIST-420: Contemporary Hispanic American History
3 Credits (Theory 3) – 48/0/0/3

This course examines the general trends and the complex interrelationships of Hispanic American political, social and economic developments of the 20th century, as related to current events in the 21st century. Particular emphasis is placed on exploring the evolution of Hispanic American cultural, social and political identity within mainstream American society.

■ Prerequisite: ENGL-147

HUMN-303: Introduction to the Humanities
3 Credits (Theory 3) – 48/0/0/3

Organized as a seminar in cultural history, this course develops responses to representative works of literature, history, philosophy, music and a wide range of visual and performing arts. Students analyze and evaluate creative works in areas such as painting, poetry, drama, dance, film and architecture. They discover the personal significance of these forms and connections among works, genres, styles and movements. Discussions, essays, oral presentations and visits to cultural venues prepare students for more advanced inquiry in subsequent courses.

■ Prerequisite: ENGL-147

HUMN-307: Latin American Humanities
3 Credits (Theory 3) – 48/0/0/3

This course provides an introduction to Latin American humanities, including the visual and performing arts, literature, history and philosophy. Students analyze and evaluate works of art and examine connections among these works and their cultural, historical and philosophical contexts.

■ Prerequisite: ENGL-147

PHIL-347: Critical Reasoning
3 Credits (Theory 3) – 48/0/0/3

This writing-intensive course introduces practical and theoretical contexts of logical argument as well as critical reading and reasoning. Students apply information analysis and problem-solving skills to define, convey and defend positions that influence decision-making. Students prepare a range of documents that reflect and/or incorporate principles of sound logic and reasoning.

■ Prerequisite: ENGL-147

RELI-448: Comparative Religions
3 Credits (Theory 3) – 48/0/0/3

Through study of the world's major and minor religions, along with indigenous religions and cults, this course helps students understand the varieties and commonalities of the human religious experience, with emphasis on both individual and group phenomena. Students compare the core elements of religion through analysis of religious belief in practice and the ways elements are depicted in philosophy, theology and social sciences. Students also learn to formulate their own views on the role of religion in human affairs.

■ Prerequisite: ENGL-147

QUANTITATIVE REASONING

MATH-062: Beginning Algebra
4 Credits (Theory 4) – 64/0/0/4

This transitional studies course introduces critical elements of algebra for linear equations and inequalities. Coursework progresses from order of operations and combining like terms through addition and multiplication rules for solving linear equations. Students then apply these rules to inequalities. Graphing in two variables is introduced, as are exponents, polynomials and polynomial operations. The minimum requirement to pass this course is 80 percent; grades of "C" and "D" are not assigned. The final grade earned in this course is not used in GPA calculations and credit hours earned are not applicable to credit hours required for graduation. Eligibility to enroll in the course is based on placement results.

■ Prerequisite: Eligibility to enroll in the course is based on placement results

MATH-114: Algebra for College Students
4 Credits (Theory 4) – 64/0/0/4

This course focuses on topics such as basic treatment of algebraic expressions, solving linear equations and inequalities, graphing linear equations and inequalities, polynomial operations, positive and negative integral exponents, factoring, systems of linear equations, radical and rational expressions, quadratic equations and various application problems. The minimum requirement to pass this course is a "B"; grades of "C" and "D" are not assigned.

■ Prerequisite: Eligibility to enroll in the course is based on placement results or successful completion of MATH-062

MATH-225: Statistical Reasoning for the Health Sciences
3 Credits (Theory 3) – 48/0/0/3

This course focuses on statistical reasoning used to evaluate data with an emphasis on the healthcare field. Descriptive statistics are used to understand sample data and inferential concepts are incorporated by using data to draw conclusions about populations. Statistical literacy designed to help facilitate understanding and analyzing information in today's technological world is emphasized.

■ Prerequisite: Eligibility to enroll in the course is based on placement results or successful completion of MATH-062

MATH-399: Applied Managerial Statistics
3 Credits (Theory 3) — 48/0/0/3

This course stresses the practical use of statistics in the collecting, organizing, analyzing, interpreting and presenting of data. Both descriptive and inferential techniques are covered.

■ Prerequisite: MATH-114

SCIENCE ELECTIVES*

BIOS-150: General Biology with Lab
4 Credits (Theory 3, Lab 1) — 48/32/0/4

This general biology course provides students with an overview of cellular composition, structure and function; and as it relates to composition, structure and function of our body and organ systems. Supporting concepts such as cell division; cellular processes such as metabolism and transport, as well as genetics provide students an overview of processes critical to life.

■ Prerequisite: None

BIOS-200: Science of Nutrition
3 Credits (Theory 3) — 48/0/0/3

This science of nutrition course provides students an introduction to biochemical composition and functions of macro- and micronutrients and their roles in human body. Students will learn about components of digestive system, digestion, absorption, transportation, and metabolism of key nutrients that support health and wellness in humans.

■ Prerequisite: None

CHEM-250: Foundations of Chemistry with Lab
4 Credits (Theory 3, Lab 1) - 48/32/0/4

In this foundational chemistry course, students will learn the basic principles of chemistry, and develop an understanding of scientific method; properties and phases of matter; atoms, molecules and compounds; chemical bonding; chemical reactions; quantitative aspects of chemistry, solution chemistry, acid-base chemistry, nuclear chemistry as well as fundamentals of biochemistry.

■ Prerequisite: MATH-114

PHYS-100: Survey of Physical Science
3 Credits (Theory 3) - 48/0/0/3

This survey of physical science course introduces students to a wide variety of topics such as astronomy, geology, physics, chemistry and ecology. Students will learn about guiding principles and practices of the physical sciences and how they support life on earth. Students will also learn about how basic understanding of physical sciences have led to technological advances impacting various aspects of human life.

■ Prerequisite: None

SCIENCES

BIOS-242: Fundamentals of Microbiology with Lab
4 Credits (Theory 3, Lab 1) — 48/32/0/4

This course covers basic concepts of microbiology, with emphasis on medically important microorganisms and infectious diseases. The topics studied also include microscopy, microbial growth and genetics, antimicrobial agents, epidemiology and immune system responses to pathogens. Lab exercises emphasize aseptic techniques, isolation and culture of microorganisms, microscopy and staining techniques.

■ Prerequisite: CHEM-120

BIOS-251: Anatomy & Physiology I with Lab
2 Credits (Theory 1.5, Lab 0.5) — 24/16/0/2

This course is the first in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, histology and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. The integumentary and skeleton systems will complete the course.

Understanding anatomical and physiological concepts as they apply in the healthcare delivery setting as opposed to the scientific investigational realm is stressed. Emphasis is placed on physiological parameters and biopotentials (how they are generated and how they are assessed and measured), thus providing the student with a frame of reference that will enable them to understand medical equipment design and function. The application of this knowledge to specific clinical and medical diagnostic equipment used is emphasized.

Laboratory exercises will complement the course material to combine, integrate and relate the basic facts and concepts acquired in the lectures. These activities are designed to promote critical thinking and application skills. Wherever possible, emphasis should be placed on the use of life experiences, plausible clinical situations and common diagnostic problems, thus drawing upon the students' analytical and organizational powers.

■ Prerequisite: None

* Not all elective science courses are offered in all locations, and some courses are not offered every session. Course restrictions may apply by location.

BIOS-252: Anatomy & Physiology II with Lab
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course is the second in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include fundamental concepts and principles of the muscular and nervous systems, special senses and the endocrine system.

■ Prerequisite: BIOS-251

■ Corequisite: MATH-114

BIOS-255: Anatomy & Physiology III with Lab
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course is the third in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include the cardiovascular, immune and respiratory systems. The course describes the human body systems, explaining in general terms what the system does and how it interacts with other systems. These systems include the heart, blood and lymphatic and respiratory systems.

Understanding anatomical and physiological concepts as they apply in the healthcare delivery setting as opposed to the scientific investigational realm is stressed. Emphasis is placed on physiological parameters and meanings as opposed to simply anatomical descriptions.

Laboratory exercises will complement the course material to combine, integrate and relate the basic facts and concepts acquired in the lectures. These activities are designed to promote critical thinking and application skills. Wherever possible, we will emphasize the use of life experiences, plausible clinical situations and common diagnostic problems, thus drawing upon the students' analytical and organizational powers.

■ Prerequisite: BIOS-252, MATH-114

BIOS-256: Anatomy & Physiology IV with Lab
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course completes the four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include the digestive system, metabolism and nutrition, the urinary system, fluid, electrolyte and acid-based homeostasis, the reproductive system and development and inheritance.

The course starts with an introduction to the digestive system, defining anatomical terms and describing the physiological organization from cells to the systems. We will progress to examining the process of metabolism and nutrition. The other two body systems covered in this course will be the urinary and reproductive systems with an emphasis on fluid, electrolyte and acid-base homeostasis. Human development and inheritance will round off the course. Understanding anatomical and physiological concepts as they apply in the healthcare delivery setting as opposed to the scientific investigational realm is stressed. Emphasis is placed on physiological parameters and biopotentials, how they are generated and how they are assessed and measured, thus providing the student with a frame of reference that will enable them to understand medical equipment design and function. The application of this knowledge to specific clinical and medical diagnostic equipment used is emphasized.

Laboratory exercises will complement the course material to combine, integrate and relate the basic facts and concepts acquired in the lectures. These activities are designed to promote critical thinking and application skills. Wherever possible, emphasis will be placed on the use of life experiences, plausible clinical situations and common diagnostic problems, thus drawing upon your analytical and organizational powers.

■ Prerequisite: BIOS-255, MATH-114

CHEM-120: Introduction to General,
Organic & Biological Chemistry with Lab
4 Credits (Theory 3, Lab 1) – 48/32/0/4

This is a survey course that covers the lower division chemistry disciplines of general and organic chemistry and introduces the upper division discipline of biochemistry. The general chemistry section of the course seeks to build an understanding of basic chemical processes and states of matter by starting with the definition of matter and progressing through the atom, molecules, intermolecular interactions, chemical equations and accounting. The organic chemistry section presents the major categories of organic compounds, including saturated and unsaturated hydrocarbons and oxygen- and nitrogen-containing compounds. In the biochemistry portion, students are exposed to the four major biological macromolecules with some coverage of enzymes and the central dogma of biology. Lab exercises relate to topics discussed.

■ Corequisite: MATH-114

SOCIAL SCIENCE

ECON-312: Principles of Economics
3 Credits (Theory 3) — 48/0/0/3

This course introduces basic concepts and issues in microeconomics, macroeconomics and international trade. Microeconomic concepts such as supply and demand and the theory of the firm serve as foundations for analyzing macroeconomic issues. Macroeconomic topics include Gross Domestic Product (GDP) and fiscal and monetary policy as well as international topics such as trade and exchange rates. The course emphasizes analyzing and applying economic variables of real-world issues.

■ Prerequisite: ENGL-147, MATH-114

POLI-330: Political Science
3 Credits (Theory 3) — 48/0/0/3

This course examines the structures of American government and explores how government, politics, and society are interconnected. Topics covered in this class include political parties and campaigns, the presidency, courts, Congress, the Constitution and Federalism, public opinion and news media and their influence on the political process, domestic and foreign policy, public opinion, interest groups, and social movements. Students will also be required to examine their state constitution for core principles and how federal and state governments both play a key role in their lives as individual citizens.

■ Prerequisite: ENGL-147

NOTE: The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330) course fulfills this requirement.

PSYC-110: Psychology
3 Credits (Theory 3) — 48/0/0/3

This course provides a foundation for understanding, predicting and directing behavior. Organized within a framework encompassing foundations, general topics and applications, the course provides an understanding of how psychological principles and concepts relate to professional and personal life. Topics include learning, attitude formation, personality, social influence, dynamics of communication, conflict resolution, motivation, leadership and group roles and processes.

■ Prerequisite: None

PSYC-290: Lifespan Development
3 Credits (Theory 3) — 48/0/0/3

In the context of a general introduction to psychology and the social sciences, this course explores human development across the life span. Topics include physical, cognitive, psychological, social and moral development of infants, children, adolescents and adults. Coursework also addresses developmental theories, motivation, personality development, culture and general psychological theories and principles.

■ Prerequisite: PSYC-110 or SOCS-185

PSYC-305: Motivation & Leadership
3 Credits (Theory 3) — 48/0/0/3

This course focuses on human motivation and leadership skills required to effectively manage groups and individuals. Topics include basic motivation principles, leadership styles, workplace stress and conflict and the dynamics of group development.

■ Prerequisite: ENGL-147, PSYC-110 or SOCS-185

PSYC-315: Social Psychology
3 Credits (Theory 3) — 48/0/0/3

Students in this course explore ways in which individuals think influence, are influenced by and otherwise relate to people. Individual behavior in the context of social groups and forces is emphasized. Coursework provides a basis for scientifically addressing key issues of this field.

■ Prerequisite: ENGL-147, PSYC-110 or SOCS-185

SOCS-185: Culture & Society
3 Credits (Theory 3) — 48/0/0/3

This course explores the role of culture in social organizations. Social institutions and the issues of race and gender within social structures are analyzed in the context of multicultural societies and increasing global interaction. Basic sociological principles and research findings are used to support analysis of cultural and social issues.

■ Prerequisite: None

SOCS-195: Hispanic American Culture & Society
3 Credits (Theory 3) — 48/0/0/3

This course introduces students to cultural diversity, histories and experiences of Latinos and Latinas in the United States. Social institutions and the issues of race, gender and family within social structures are analyzed within the context of Mexican, Puerto Rican, Cuban and other Central and South American communities in the United States. Basic sociological principles and research findings are used to explore specific questions regarding these diverse Latino cultural groups.

■ Prerequisite: None

SOCS-350: Cultural Diversity in the Professions
3 Credits (Theory 3) – 48/0/0/3

Students explore cross-cultural issues and diversity to create a positive foundation for understanding and working effectively with others. Cultural issues, including values, beliefs and practices that affect individuals, groups and communities are discussed. Case studies and other applications are examined particularly as they relate to the workplace and professional practice. Experiential learning designed to increase understanding and appreciation of differing cultures is also included.

■ Prerequisite: ENGL-147, PSYC-110 or PSYC-290 or SOCS-185

COLLEGE *of* NURSING
Undergraduate Pre- & Post-Licensure Nursing Courses

CLINICAL & NON-CLINICAL NURSING

NR-101: Transitions in Nursing
1 Credit (Theory 1) – 16/0/0/1

A success seminar designed to introduce the student to the culture of Chamberlain, active adult learning principles and professional presentation through development of effective verbal communication skills and relationship building through the concepts of emotional intelligence, personal inventory and self-management. Students also develop scholarship, written communication and punctuation and grammar skills through a blended-learning format. Course includes adult learning principles and concepts related to active learning.

■ Prerequisite: None

NR-103: Transition to the Nursing Profession
2 Credits (Theory 2) – 32/0/0/2

A success seminar designed to introduce the student to the culture of Chamberlain, active adult learning principles and professional presentation through development of effective verbal communication skills and relationship building through the concepts of emotional intelligence, personal inventory and self-management. Students also develop scholarship, written communication, punctuation and grammar skills through a blended-learning format. Course also includes adult learning principles and concepts related to active learning.

■ Prerequisites: None

NR-110: Pathways to Professional Nursing for Military
2 Credits (Theory 2) – 32/0/0/2

This course, designed for the Military to BSN student, explores the philosophy and roles of the professional nurse in the context of contemporary nursing practice. A variety of learning experiences provide the student with an introduction to professional nursing practice and the skills needed for successful completion of the Military to BSN degree option.

■ Prerequisite: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; MATH-114, PSYC-110)
■ Corequisite: ENGL-117

NR-222: Health & Wellness[†]
3 Credits (Theory 3) – 48/0/0/3

This course introduces students to health promotion and preventive care activities throughout the life span. These activities are explored through biological, psychological, spiritual, environmental and sexual domains. A variety of theories emphasizing health and well-being are explored throughout the course. Healthy People objectives are examined. Health promotion assumptions basic to nursing practice are emphasized.

■ Prerequisite: BIOS-252, MATH-114, PSYC-110
■ Corequisite: BIOS-255, NR-101 or NR-103

NR-224: Fundamentals – Skills
3 Credits (Theory 2, Lab 1) – 32/32/0/3

Students are introduced to the fundamental skills of professional nursing. An introductory unit of physics provides the basis for understanding concepts such as body mechanics, positioning and mobility. The laboratory component provides practice of selected fundamental nursing skills, as well as psychomotor skills necessary for care of individuals requiring assistance with mobility, hygiene and comfort. Included are basic principles of drug administration, teaching-learning and vital-sign assessment. Students have the opportunity to develop the beginning skills of a professional nurse through experiential learning.

■ Prerequisite: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-114, NR-101 or NR-103, NR-222

NR-226: Fundamentals – Patient Care[†]
3 Credits (Theory 2, Clinical 1) – 32/0/48/3

Content focuses on health promotion and the rehabilitative aspects of patient care. Students provide direct patient care in the acquisition of skills and concepts of professional nursing. The nursing process is utilized as the student implements basic aspects of nursing practice. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, ENGL-147, MATH-114, NR-224, NR-281 or NR-283, NR-302 or NR-306, PSYC-290, SPCH-277 or COMM-285

† Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25 percent of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-228: Nutrition, Health & Wellness[†]
2 Credits (Theory 2) — 32/0/0/2

This course provides an overview of the basic nutrients required by the body for optimal health and wellness. The role that nutrition plays in various phases of the human life cycle and the psychological and sociological implications of food are discussed. Students use scientific thinking to question nutritional information presented in the various media and dispel any common nutrition myths. Students learn how the scientific method of inquiry is used in nutritional science and the health fields. In addition, the application of nutritional concepts to care for patients are studied. Lastly, conditions that are amenable to modification and possible cure by diet therapy and other nursing and medical interventions are explored.

■ Prerequisite: MATH-114

NR-281: Pathophysiology
2 Credits (Theory 2) — 32/0/0/2

The first of two courses which explores select pathophysiologic processes of disease, clinical manifestations, complications and variations in wellness. Environmental and lifestyle influences are examined.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114

NR-282: Pathophysiology II
1 Credit (Theory 1) — 16/0/0/1

The second of two courses which explore select pathophysiologic processes of disease, clinical manifestations, complications and variations in wellness. Environmental and lifestyle influences are examined.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-281

NR-283: Pathophysiology
3 Credits (Theory 3) — 48/0/0/3

Select pathophysiologic processes of disease, clinical manifestations, complications and variations in wellness will be explored. Environmental and lifestyle influences are examined as well as other risks and influences on pathophysiological processes.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114

NR-291: Pharmacology I
2 Credits (Theory 2) — 32/0/0/2

This course introduces a comprehensive approach to the clinical aspects of drug therapy which are emphasized through the use of the nursing process, including medication calculation, lifespan implications and basic principles of pharmacology. The focus is on the classifications of commonly prescribed medications as well as selected complementary/alternative drugs. Within each classification, a few representative drugs are selected for study in terms of their mechanism of action and therapeutic use. This study includes specific information regarding methods of administration as well as the side and adverse effects of these medications.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-281, NR-282

NR-292: Pharmacology II
1 Credit (Theory 1) — 16/0/0/1

This course continues the introduction to a comprehensive approach to the clinical aspects of drug therapy which are emphasized through the use of the nursing process, including medication calculation, lifespan implications and basic principles of pharmacology. The focus is on the classifications of commonly prescribed medications as well as selected complementary/alternative drugs. Within each classification, a few representative drugs are selected for study in terms of their mechanism of action and therapeutic use. This study includes specific information regarding methods of administration as well as the side and adverse effects of these medications.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-291

NR-293: Pharmacology for Nursing Practice
3 Credits (Theory 3) — 48/0/0/3

This course introduces a comprehensive approach to the clinical aspects of drug therapy, which are emphasized through the use of the nursing process, life span implications and basic principles of pharmacology. The course content includes several classifications of commonly prescribed medications, as well as selected complementary and alternative drugs. Within each classification, representative or prototype drugs are selected for study in terms of their mechanisms of action and therapeutic uses. Students apply knowledge of pharmacological concepts in the context of safe and effective nursing practice, which include methods of administration, safe dosage, side and adverse effects of medications, nursing implications and medication teaching.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-282 or NR-283

[†] Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25 percent of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-295: Pathophysiology/Pharmacology for Military
4 Credits (Theory 4) – 64/0/0/4

This course, designed for the Military to BSN student, focuses on the biologic alterations that lead to or result from disease processes, the clinical manifestations and the pharmacologic and complementary alternative therapies used in treatment. The course builds on knowledge of anatomy and physiology with emphasis on deviation that threaten homeostasis.

- Prerequisite: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; ENG-147; MATH-114); NR-110

NR-299: Foundations of Clinical Practice for Military
5 Credits 5 Credits (Theory 3, Clinical 2) – 48/0/96/5

This course, designed for the military-to-BSN student, bridges previously gained healthcare knowledge, skills and abilities of the Veteran student to the current role of the professional nurse. Course includes didactic, laboratory and clinical experiences focused on nursing process, health assessment, theories related to health promotion and disease prevention, health considerations in the older adult, professional role and standards of practice.

- Prerequisite: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; ENG-147; MATH-114); PSYC-290; NR-110; NR-295

NR-300 A-C: Directed Independent Study
1-3 Credits (Theory 1-3) – (A) 16/0/0/1, (B) 32/0/0/2, (C) 48/0/0/3

This course connects academic learning with service to the community. The focus is on addressing real-world problems, related to a designated subject of professional interest in the community. Students actively participate in planning and executing this learning experience. Caring for others, health promotion and prevention, professional development and self-reflection are emphasized. Students select an agency from the approved list of agencies or identify an agency for faculty approval, prior to beginning the course.

- Prerequisite: NR-224, NR-226, NR-302, NR-304, NR-306, NR-324, NR-325

NOTE: In California, this course is not available to meet required curriculum content, such as pharmacology.

NR-302: Health Assessment I
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course, part one of a two-part course, introduces the student to principles and techniques of nursing assessment, focusing on patient history taking, interview and communication techniques and techniques of inspection, palpation, percussion and auscultation. The role of the nurse in obtaining comprehensive health assessments, including attributes of physical, psychosocial, developmental, cultural and spiritual functioning is discussed. Application of assessment findings to clinical decision making is addressed. The laboratory component is designed to promote cognitive and psychomotor skills necessary to assess the integumentary, head and neck, lymphatics, respiratory and cardiovascular systems. Practice of assessment techniques occurs through experiential learning.

- Prerequisite: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-114, NR-101 or NR-103, NR-222

NOTE: For pre-licensure BSN campus-based students only.

NR-304: Health Assessment II
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course, part two of a two-part course, examines the principles and techniques of nursing assessment, focusing on utilization of assessment findings in clinical decision making. Participants learn to identify teaching and learning needs from a comprehensive assessment and health history. Professional responsibilities in conducting a comprehensive assessment and documenting assessment findings are addressed. The laboratory component is designed to continue promotion of the cognitive and psychomotor skills necessary to assess the peripheral vascular, abdominal/gastrointestinal, musculoskeletal, neurological and male and female genitourinary systems (including breast). Practice of comprehensive assessment techniques occurs through experiential learning.

- Prerequisite: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-114, NR-101 or NR-103, NR-222, NR-281 or NR-283, NR-302

NOTE: For pre-licensure BSN campus-based students only.

NR-305: Health Assessment for the Practicing RN
4 Credits (Theory 4) – 64/0/0/4

This course, for RN to BSN option students, builds upon students' existing knowledge of nursing assessment. Students explore current and innovative techniques for assessing an individual's physical, psychosocial, cultural and spiritual needs. The use of assessment findings for clinical decision making and the creation of individualized patient teaching plans is discussed throughout the course.

- Corequisite: NR-351

NR-306: Health Assessment
4 Credits (Theory 3, Lab 1) – 48/32/0/4

This course examines the principles and techniques of nursing assessment focusing on patient history taking, interview and communication techniques and techniques of inspection, palpation, percussion and auscultation. Application of assessment findings to clinical decision making is addressed. The role of the nurse in obtaining comprehensive health assessment, including attributes of physical, psychosocial, developmental, cultural and spiritual functioning is discussed. Participants learn to identify teaching and learning needs from a comprehensive assessment and health history. The laboratory component is designed to promote cognitive and psychomotor comprehensive assessment skills. Practice of comprehensive assessment techniques occurs through experiential learning.

- Prerequisite: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-114, NR-103, NR-222, NR-283

NOTE: For pre-licensure BSN online option students only.

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† Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25 percent of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-320: Mental-Health Nursing
5 Credits (Theory 3, Clinical 2) – 48/0/96/5

Emphasis is on the dynamics of an individual's ability to function in society. The course focuses on content relative to anxiety, self concept, thought disorders, mood alterations, addictive behaviors, organic brain dysfunction, abuse and violence issues. It also incorporates health promotion and wellness issues such as stress management and personal growth. Therapeutic communication techniques, individual and group therapy practices and community mental health resources are also incorporated. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292, NR-325, PSYC-290

NR-321: Maternal-Child Nursing
5 Credits (Theory 3, Lab 0.5, Clinical 1.5) – 48/16/72/5

This course focuses on family-centered approaches to maternal/newborn care and incorporates health promotion and wellness issues. The childbearing cycle, including normal experience, high-risk factors, complications and alterations are studied. Additional women's health issues are included. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292, NR-325, PSYC-290

NR-322: Pediatric Nursing
5 Credits (Theory 3, Lab 0.5, Clinical 1.5) – 48/16/72/5

Family-centered care of children is the focus of this course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292 or NR-293, NR-325, PSYC-290

NR-324: Adult Health I†
5 Credits (Theory 3, Clinical 2) – 48/0/96/5

The focus of this course is on the needs of adult patients and their families in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-226, NR-282 or NR-283, NR-304 or NR-306

NOTE: NR-304 may be taken as a corequisite for students who pass the LPN Proficiency.

■ Prerequisite(s) Military to BSN degree option: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-295, NR-299

■ Corequisite: NR-293 and PSYC-290

NR-325: Adult Health II†
5 Credits (Theory 3, Clinical 2) – 48/0/96/5

This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. Emphasis on discharge planning is included. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-291 or NR-293, NR-324, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-324, PSYC-290

NR-326: Mental-Health Nursing†
4 Credits (Theory 3, Clinical 1) – 48/0/48/4

Emphasis is on the dynamics of an individual's ability to function in society. The course focuses on content relative to anxiety, self concept, thought disorders, mood alterations, addictive behaviors, organic brain dysfunction, abuse and violence issues. It also incorporates health promotion and wellness issues such as stress management and personal growth. Therapeutic communication techniques, individual and group therapy practices and community mental-health resources are also incorporated. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292 or NR-293, NR-325 or NR-330, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290

■ Prerequisite(s) LVN 30 Unit Option: NR-329

NR-327: Maternal-Child Nursing†
4 Credits (Theory 3, Clinical 1) – 48/0/48/4

This course focuses on family-centered approaches to maternal/newborn care and incorporates health promotion and wellness issues. The childbearing cycle, including normal experience, high-risk factors, complications and alterations are studied. Additional women's health issues are included. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292 or NR-293, NR-325 or NR-330, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290

NR-328: Pediatric Nursing†
4 Credits (Theory 3, Clinical 1) – 48/0/48/4

Family-Centered care of children is the focus of this course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292 or NR-293, NR-325 or NR-330, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290

† Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25 percent of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-329: Adult Health I
6 Credits (Theory 3, Clinical 3) – 48/0/144/6

The focus of this course is on the needs of adult patients and their families in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-226, NR-283, NR-304, NR-306

NOTE: NR-304 may be taken as a corequisite for students who pass the LPN Proficiency.

■ Corequisite: NR-293 and PSYC-290

■ Prerequisite(s) LVN 30 Unit Option: None

NOTE: California residents only.

NR-330: Adult Health II
6 Credits (Theory 3, Clinical 3) – 48/0/144/6

This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. Emphasis on discharge planning is included. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-293, NR-329, PSYC-290

NOTE: California residents only.

NR-340: Critical-Care Nursing
5 Credits (Theory 3, Clinical 2) – 48/0/96/5

Adult patients with unstable emergent critical illnesses are the focus of this course. Students integrate nursing and technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-282, NR-292, NR-325, PSYC-290

NR-341: Complex Adult Health[†]
4 Credits (Theory 3, Clinical 1) – 48/0/48/4

Adult patients with unstable emergent critical illnesses are the focus of this course. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-282 or NR-283, NR-292 or NR-293, NR-325, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290

■ Prerequisite(s) LVN 30 Unit Option: NR-326, NR-329

NR-342: Complex Adult Health[†]
5 Credits (Theory 3, Clinical 2) – 48/0/96/4

Adult patients with unstable emergent critical illnesses are the focus of this course. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-282 or NR-283, NR-292 or NR-293, NR-330, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290

NOTE: California residents only.

NR-351: Transitions in Professional Nursing
3 Credits (Theory 3) – 48/0/0/3

This course introduces the RN student to the knowledge, skills, attitudes, theory and roles of the professional nurse in the context of contemporary and future professional nursing practice. This course provides the student with opportunities to demonstrate skills for success as an online RN to BSN student.

■ Prerequisite: Admission into the RN to BSN option or admission into the Jump-Start RN to BSN Dual Enrollment Grant Program

NR-360: Information Systems in Healthcare
3 Credits (Theory 3) – 48/0/0/3

The use of electronic databases for clinical practice is the focus of this course. Skills for asking clinical questions and finding the best evidence to answer the questions are developed.

■ Prerequisite: None

NR-361: RN Information Systems in Healthcare
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is the understanding of health information systems to ethically manage data, information, knowledge and technology to communicate effectively; provide safe and effective patient care; and utilize appropriate databases to search for evidence-based on research to enhance the quality of patient care and inform practice decisions. Development of competencies in using patient care technologies and information management systems is emphasized.

■ Corequisite: NR-351

NR-392: Quality Improvement in Nursing
2 Credits (Theory 2) – 32/0/0/2

This course focuses on the knowledge, skills and attitudes needed to provide quality care to patients, families, communities and populations as a member of the collaborative interprofessional team. This course will focus on evidence-based processes and strategies consistent with a culture of safety and accountability to improve nursing care quality.

■ Corequisite: NR-351

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NR-393: Nursing History
3 Credits (Theory 3) – 48/0/0/3

This course will explore nursing history from the early years to the current century. Students will explore historical events and persons while considering the impact on today's professional nursing practice.

■ Corequisite: NR-351

NR-394: Transcultural Nursing
3 Credits (Theory 3) – 48/0/0/3

This course will present theories, concepts, beliefs related to transcultural nursing. The influence of culture on individuals across the lifespan, groups and communities will be examined. The impact of global nursing on healthcare delivery systems will be explored.

■ Corequisite: NR-351

NR-395: Ethics, Integrity & Professional Nursing Trends
1 Credits (Theory 1) – 16/0/0/1

This course asks students to explore current trends in professional nursing related to integrity, professional behavior, ethical issues in today's healthcare environment related to the professional nurse role, and responsible communication related to technology.

■ Prerequisite: Admission into the RN to BSN Option

NR-435: Community Health Nursing II
5 Credits (Theory 3, Clinical 2) – 48/0/96/5

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The role of the Community Health Nurse (CHN) in determining predictive factors that influence health will be explored. This course will investigate the needs of aggregates in the community setting, including promoting health and preventing illness; planning for disasters; addressing environmental health problems; and managing information and communication technology. Planning, organization, and delivery of services for populations at risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic, and epidemiological methods. Communication, collaboration, and teamwork strategies will be explored along with application of evidence-based practice. This course includes a community health nursing practicum with an approved site and preceptor. Offered September and March sessions only.

■ Prerequisite: NR-305, NR-351

■ Corequisite: NR-361

NOTE: This course includes at least 96 hours of public health clinical experience and fulfills the state requirement for community health nursing for Tennessee residents enrolled prior to July 2018, students residing in Washington and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

NR-436: RN Community Health Nursing
(Theory 3, Clinical 1) – 48/0/48/4

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The role of the Community Health Nurse (CHN) in determining predictive factors that influence health will be explored. This course will investigate the needs of aggregates in the community setting, including promoting health and preventing illness; planning for disasters; addressing environmental health problems; and managing information and communication technology. Planning, organization, and delivery of services for populations at risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic, and epidemiological methods. Communication, collaboration, and teamwork strategies will be explored along with application of evidence-based practice. This course includes mentored clinical experiences in community settings for students to assist in applying community-health principles and implementing relevant concepts in non-acute care settings.

■ Prerequisite: NR-305, NR-351

■ Corequisite: NR-361

NOTE: This course fulfills the Tennessee state requirement for community health nursing.

NR-439: RN Evidence-Based Practice
3 Credits (Theory 3) – 48/0/0/3

The research process and its contributions to the professional nursing practice are explored. The skills related to asking research questions and searching for best evidence are reviewed. The skills related to reading published research findings with understanding and using best evidence as the basis for professional nursing practice are developed.

■ Prerequisite: MATH-399 or MATH-225, NR-351

† Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25 percent of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-441: Community Health Nursing – Global†
4 Credits (Theory 2, Clinical 2) – 32/0/96/4

Theory and concepts of community/public/global health utilizing levels of prevention are presented in this course. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of service for populations at-risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. Clinical experiences for students assist them in applying community-health principles and implementing relevant concepts through a global immersion experience in a variety of healthcare settings.

■ Prerequisite: NR-325 or RN license and permission from the professor of International and Multicultural Studies

NR-442: Community Health Nursing†
4 Credits (Theory 2, Clinical 2) – 32/0/96/4

Theory and concepts of community/public/global health utilizing levels of prevention are presented in this course. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of service for populations at-risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: All 300 level nursing courses, except NR-341

NR-443: RN Community Health Nursing
4 Credits (Theory 4) – 64/0/0/4

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The role of the Community Health Nurse (CHN) in determining predictive factors that influence health will be explored. This course will investigate the needs of aggregates in the community setting, including promoting health and preventing illness; planning for disasters; addressing environmental health problems; and managing information and communication technology. Planning, organization, and delivery of services for populations at risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic, and epidemiological methods. Communication, collaboration, and teamwork strategies will be explored along with application of evidence-based practice.

■ Prerequisite: NR-351

NR-444: Community Health Nursing
5 Credits (Theory 2, Clinical 3) – 32/0/144/5

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of services for populations at-risk are tied to Healthy People goals, with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: All 300 level courses, except NR-342

NOTE: California residents only.

NR-446: Collaborative Healthcare†
4 Credits (Theory 2, Clinical 2) – 32/0/96/4

This course is designed to expand the scope of the nursing practice for senior nursing students. Course and clinical activities provided to traditional students focus on leadership and management aspects of the professional nurse. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: All 300 level nursing courses
■ Prerequisite(s) LVN 30 Unit Option: NR-326, NR-329, NR-341

NR-447: RN Collaborative Healthcare
4 Credits (Theory 4) – 64/0/0/4

This course, for RN to BSN option students, is designed to expand the scope of nursing practice. The course and the selected collaborative learning activities provided to RN to BSN option students, focuses on leadership and management aspects of the professional nurse. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting.

■ Prerequisite: NR-351

NR-447M: RN Collaborative Healthcare
4 Credits (Theory 4) – 64/0/0/4

This course, for RN to BSN option students, is designed to expand the scope of nursing practice. The course and the selected collaborative learning activities provided to RN to BSN option students, focuses on leadership and management aspects of the professional nurse. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting. Students spend 10 or more contact hours engaged in indirect practice focused learning activities with a self-identified mentor.

■ Prerequisite: NR-351

NOTE: Washington residents only.

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† Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25 percent of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-449: Evidence-Based Practice
3 Credits (Theory 3) – 48/0/0/3

The research process and its contributions to the professional nursing practice are explored. The skills related to reading published research findings with understanding and using best evidence as the basis for professional nursing practice are developed.

■ Prerequisite: MATH-399

NR-451: RN Capstone Course
3 Credits (Theory 3) – 48/0/0/3

Specifically for RN to BSN option students, this is a synthesis course and requires senior students to demonstrate mastery of skills learned in general education as well as nursing courses. Special emphasis is placed on the implementation of change in response to identification of needs/problems in selected healthcare settings. The major assignment is an evidence-based project that grows out of the student's interest in specific patient populations, professional nursing roles and/or healthcare settings.

■ Prerequisite: NR-351, NR-439

■ Corequisite: NR-305, NR-361, NR-447, NR-443, NR-435 or NR-436

NR-452: Capstone Course†
3 Credits (Theory 2, Clinical 1) – 32/0/48/3

This synthesis course requires seniors to demonstrate mastery of knowledge learned in general education as well as nursing courses. The course facilitates the student's transition into professional nursing through an exploration of trends and issues in professional nursing and participation in experiential-based nursing experiences. This culminating clinical practicum focuses on refining skills in the delivery and management of nursing care within the context of legal, ethical and evidence-based practice. A comprehensive nursing program review is embedded in this course to support mastery of essential nursing content for beginning practice as a registered nurse. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: Successful completion of all other nursing courses.

■ Prerequisite(s) BSN Concentration in Serving Hispanic Communities: Spanish language post-proficiency assessment

COLLEGE *of* NURSING
Master of Science in Nursing (MSN) Degree & Certificate Courses

NR-500: Foundational Concepts & Applications
3 Credits (Theory 3) – 48/0/0/3

This nursing course introduces the graduate student to the conceptual foundations and skills essential for the master's-prepared nurse. A framework for professional nursing practice, the scholarly communication of ideas, the use of critical inquiry and information dissemination and the professional development of the master's-prepared nurse will be explored.

■ Prerequisite: None

NR-500NP: Foundational Concepts & Advanced Practice Roles
3 Credits – 48/0/0/3

This nursing course introduces the graduate student to the conceptual foundations and skills essential for the advanced practice nurse. A framework for professional nursing practice, scholarly communication of ideas, use of critical inquiry and information dissemination, various roles of the advanced practice nurse, and the professional development of the advanced practice nurse will be explored.

■ Prerequisite: None

NOTE: NP-designated course for Nurse Practitioner track students only.

NR-501: Theoretical Basis for Advanced Nursing Practice
3 Credits (Theory 3) – 48/0/0/3

In this course, the student will examine multiple theories from nursing and relevant fields. The student critiques the components of the theories and explores the value and contributions of the theories to nursing, advanced nursing and evidence-based practice.

■ Prerequisite: NR-500

NR-501NP: Theoretical Basis for Advanced Nursing Practice
3 Credits – 48/0/0/3

In this course, the student examines multiple theories from nursing and relevant fields. The student critiques the components of the theories and explores the value and contributions of the theories to nursing, advanced nursing, and evidence-based practice.

■ Prerequisite: NR-500NP or NR-500

NOTE: NP-designated course for Nurse Practitioner track students only.

NR-503: Population Health, Epidemiology
& Statistical Principles
3 Credits – 48/0/0/3

This course introduces students to advanced practice competencies utilized by advanced practice nurses. These competencies include the utilization of epidemiological and statistical principles to serve as a basis for the assessment, development and implementation of evidence-based interventions for populations. Additional concepts focus on utilizing epidemiology to identify, predict and intervene for risk factors that impact populations.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-505NP or NR-505, NR-506NP, NR-599

NR-504: Leadership in Nursing Practice: Role Development
3 Credits (Theory 3) – 48/0/0/3

This course applies leadership principles to the role of the MSN-prepared nurse across a variety of practice settings. Leadership-specific knowledge, skills and attitudes to assure safe, high quality care within a person-centered practice environment are integrated. The role of the MSN-prepared nurse to lead change and facilitate outcome achievement is emphasized.

■ Prerequisite: NR-500, NR-501, NR-506 or NR-544, NR-512

NR-505: Advanced Research Methods:
Evidence-based Practice
3 Credit Hours (Theory 3) – 48/0/0/3

This course provides an evidence-based practice with research in order to foster scholarship and holistic, person-centered care in diverse healthcare settings. Content related to research methodologies, problem identification, critique of findings and literature and application to evidence-based practice is presented. Students will be provided an opportunity to practice learned principles through the development of an evidence-based project that focuses on quality improvement or safety.

■ Prerequisite: NR-500, NR-501, NR-504 or NR-510, NR-506 or NR-544, NR-512

NR-505NP: Advanced Research
Methods: Evidence-Based Practice
3 Credits – 48/0/0/3

This course provides an integration of evidence-based practice with research in order to foster scholarship and holistic, person-centered care in diverse healthcare settings. Content related to research methodologies, problem identification, critique of findings and literature, and application to evidence-based practice is presented. Students will be provided an opportunity to practice learned principles through the development of an evidence-based project that focuses on quality improvement or safety.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-506NP, NR-599

NOTE: NP-designated course for Nurse Practitioner track students only.

NR-506: Healthcare Policy
3 Credits (Theory 3) – 48/0/0/3

Students explore healthcare policy as it impacts nursing, consumers and systems from institutional to global spheres. Students, as advocates, propose healthcare policies that reflect person-centered care and population health needs. The development, analysis and consequence of healthcare policies are examined within the context of social, ethical and regulatory issues.

■ Prerequisite: NR-500, NR-501, NR-512

NR-506NP: Healthcare Policy & Leadership
3 Credits – 48/0/0/3

Students explore healthcare policy and advanced practice leadership as it impacts nursing, consumers and systems from institutional to global spheres. Students, as advocates, propose healthcare policies that reflect person-centered care and population health needs. The development, analysis and consequence of healthcare policies, leadership models and ethical and legal decision-making are examined within the context of social, ethical and regulatory issues.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-599

NOTE: NP-designated course for Nurse Practitioner track students only.

NR-507: Advanced Pathophysiology
3 Credits – 48/0/0/3

In this course, the student encounters advanced content in pathophysiology and human physiologic responses across the lifespan. The student explores, analyzes, applies and evaluates the normal and abnormal human responses to selected pathophysiologic mechanisms and conditions.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-599

■ Prerequisite (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-510, NR-512

NR-508: Advanced Pharmacology
3 Credits (Theory 3) – 48/0/0/3

In this course, the student focuses on pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered by the advanced practice nurse in the primary care setting. Emphasis is placed on the decision making process utilized to safely and effectively prescribe and monitor pharmacotherapeutics for the treatment of acute and chronic diseases appropriate to the patient situation.

■ Prerequisite: NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-510, NR-512

NR-509: Advanced Physical Assessment
3 Credits (Theory 2.5, Lab Hours 0.5) – 40/25/0/3

This course expands the knowledge of health assessment principles specific to the role of the APN. The student will develop assessment techniques related to history and physical examination of clients across the lifespan, including psychiatric-mental health and related supportive assessment. Student will explore, analyze, apply, and evaluate these principles in the classroom setting. This course includes approximately 25 hours of lab practicing physical assessment skills using both a virtual and on-ground learning environment. A remote hands-on physical examination check off will also occur in the course. The student will submit a video recording to complete this assignment. Additionally, an immersion skills lab will occur in this course. This requires the student to visit the on-ground Chamberlain designated site offering the immersion lab. The entire immersion is approximately 11 hours of lab time. If any portion of the immersion is missed, the total practice time in the course must still be at least 25 hours. The student is responsible for completing and certifying at least 25 hours practicing physical assessment skills in the course. The remote physical examination check-off and the immersion lab are graded as pass/fail and are not factored into the course GPA. Students must pass each of these in order to pass the course and progress in the program. If either are failed the course grade will revert to a failing grade (F).

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-565, NR-567, NR-599
■ Prerequisite (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-510, NR-512

NR-510: Leadership & Role Development
of the Advanced Practice Nurse
3 Credits (Theory 3) – 48/0/0/3

This course introduces students to the role development of today's advanced practice nurse (APN) leader in society and healthcare organization systems from the perspective of primary and acute care. Students will explore, analyze, apply and evaluate diverse aspects of ethical and legal decision-making standards specific to APN scope of practice. Topics include the standards and regulations governing the practice of APNs in diverse settings. The course emphasizes strategies and processes that foster implementation of visionary leadership, diffusion of innovation and change within an organization. It also defines social, political, legal, legislative, regulatory and organizational factors that influence healthcare. Principles of leadership are emphasized including ethics, negotiation, motivating others, acting as an advocate, problem-solving, managing diversity, interprofessional collaboration and multi-agency partnerships, quality improvement and safety and organizational behavior.

■ Prerequisite: NR-500, NR-501, NR-506, NR-512

NR-511: Differential Diagnosis & Primary Care Practicum
3 Credits (Theory .4, Clinical 2.6) – 6/0/125/3

This course will provide students with the fundamental knowledge needed to formulate a differential diagnosis of individuals within the primary care setting, along with an introduction to critical diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for individuals across the lifespan. The course will include 125 hours of supervised clinical practicum in primary care.

■ Prerequisite (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-512
■ Prerequisite (effective May 2019): NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-565, NR-566, NR-599

NR-512: Fundamentals of Nursing Informatics
3 Credits (Theory 3) – 48/0/0/3

This course provides foundational and introductory knowledge regarding informatics with an emphasis on developing an understanding of concepts of nursing informatics (NI) and becoming knowledgeable and competent with basic skills needed in person-centered care and educational settings. Basic NI skills support the application and distribution of data/information to generate knowledge used in decision-making to plan, design, analyze and facilitate the nursing process to enhance safe, quality holistic healthcare. The NI synthesizes and integrates nursing science with computer, information and cognitive sciences. Students will explore informatics-based health applications in a virtual learning environment (VLE) developed to improved informatics skills and knowledge in order to better support decision making in the areas of nursing such as: clinical, administrative, research, quality and safety, health policy and education.

■ Prerequisite: NR-500, NR-501

NR-513: Professional Role Enhancement
3 Credits – 48/0/0/3

This course focuses on professional role development in advanced nursing practice. Building on the knowledge, skills, and attitudes acquired by the registered nurse, the student will learn the critical elements in advanced nursing education and contemporary professional role specification. The relationship of theories, professional core competencies and standards to leadership, education, scholarship, and professionalism will be explored.

■ Prerequisite: Admission to the Accelerated RN to MSN Option or Accelerated RN to MSN with Clinical Nursing Leadership Option

NR-514: Health Assessment
3 Credits – 48/0/0/3

This course expands health assessment knowledge and skills by focusing on the relationships between physical findings and other health determinants across the lifespan. Current technical skills are enhanced by applying advanced knowledge of psychological, socio-cultural, and spiritual factors to physical assessment findings. Students integrate components necessary to complete a comprehensive health assessment. Attention is also given to health risk assessment and prevention.

Corequisite: NR-513

NR-515: Informatics in Healthcare
3 Credits — 48/0/0/3

This course explores health-and-nursing informatics concepts, principles, and practices used to improve healthcare outcomes. This course explores collection and management, and transformation of data; information, knowledge, and wisdom; as well as ethical, legal, regulatory, and security concerns related to healthcare information systems. The potential benefits and detriments of clinical information systems (CIS) and information technology for nursing practice are examined.

■ Corequisite: NR-514

NR-516: Basic Research & Evidence-based Practice
3 Credits — 48/0/0/3

This course explores concepts related to basic research and its application to nursing practice. Learning focuses on appraisal of research and use of best evidence to inform care. The integration of evidence-based practice, as well as legal, ethical, and cultural issues in nursing research are emphasized within this course.

■ Prerequisite: NR-513
■ Corequisite: NR-515

NR-518: Population Health & Epidemiology in Nursing Practice
4 Credits (Theory 4) — 64/0/0/4

This course introduces the concepts of population-focused professional nursing. Utilizing levels of prevention as a framework, theories, principles and concepts of community, population and global health are explored. Through the lens of health promotion and disease prevention, predictive factors that influence health of individuals, aggregates and populations are explored. Epidemiological principles, processes and methods are emphasized to examine the impact of environmental issues and risk factors to local and global population health.

■ Prerequisite: Admission to the Accelerated MSN/RN to MSN Option or Accelerated MSN/RN to MSN with Clinical Nursing Leadership Option
■ Corequisite: NR-517

NR-519: Advanced Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology & Pharmacology
3 Credits (Theory 3) — 48/0/0/3

This course focuses on advanced health assessment, pathophysiology, and pharmacology as a foundation for advanced nursing practice. Learning centers on application of advanced health assessment, pathophysiology, and pharmacology to provide holistic, comprehensive care to individuals across the life span. Implications for advanced nursing practice will be emphasized.

■ Corequisite: NR-518

NR-520: Applied Theoretical Foundations, Scientific Inquiry & Decision-Making
4 Credits (Theory 4) — 64/0/0/4

This course integrates quality science, theory and evidence-based practice in the context of interdisciplinary, coordinated and ethical healthcare delivery. Students explore nursing and healthcare related theories applicable to practice experiences and research findings. Influences of healthcare policy and frameworks for ethical-decision making are also addressed.

■ Corequisite: NR-519

NR-524: Curriculum Development
3 Credits (Theory 3) — 48/0/0/3

In this course, the student focuses on the processes of curriculum development. Traditional and innovative program development applied to various educational environments are examined. Curriculum and instruction are analyzed within a theoretical framework.

■ Prerequisite: NR-535

NR-527: Communication & Collaboration for Advanced Nursing Practice
3 Credits (Theory 3) — 48/0/0/3

This course emphasizes advanced communication skills and collaboration strategies at the interpersonal, population and systems levels. Use of contemporary methods for communication and collaboration are explored, utilized and evaluated.

■ Corequisite: NR-520

NR-528: Leading & Managing
Evidence-Based Change in Nursing
3 Credits (Theory 3) – 48/0/0/3

This course focuses on skill development of the master's prepared nurse in leading and managing change in healthcare delivery settings. Students will explore principles for cultivating a culture of collegial support and respect that facilitates evidence-based innovation to produce positive health outcomes. Strategies for gathering and utilizing evidence to support organizational systems, transformation and growth are emphasized.

■ Corequisite: NR-527

NR-529: Leadership & Management Within
the Clinical Healthcare Environment
3 Credits (Theory 3) – 48/0/0/3

This course focuses on advanced leadership and management processes and skills needed to ensure safe, high-quality, person-centered nursing care. Expansion of decision-making skills and management of human resources and patient-care environments within the context of point-of-care coordination is emphasized. Critical elements including person-centered care, evidence-based practice, quality improvement, safety, advocacy and informatics are addressed.

■ Corequisite: NR-528

NR-530: Foundations of Population Health
3 Credits – 48/0/0/3

This course provides an overview of the foundational concepts and models that shape the health of populations and influence population health management. Epidemiologic applications, determinants of health, health literacy, environmental hazards, and access to health-related resources are explored. Frameworks to guide health promotion, diminish health risks and eliminate health disparities at the population level are examined along with implications for advanced nursing practice.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505,
NR-506 or NR-544, NR-512

NR-531: Nursing Leadership in Healthcare Organizations
3 Credits (Theory 3) – 48/0/0/3

In this course, the student focuses on leadership and management of healthcare organizations, emphasizing organizational structure, processes and outcomes.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506
or NR-544, NR-512

NR-532: Healthcare Operational Planning & Management
3 Credits (Theory 3) – 48/0/0/3

In this course, the student focuses on synthesizing organizational and management theories in relation to strategic planning and management, changing care-delivery systems, human and financial resource management, decision making, professional practice, management-information systems and meeting accreditation and legal standards.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544,
NR-512, NR-531

NR-533: Financial Management in Healthcare Organizations
3 Credits (Theory 3) – 48/0/0/3

In this course, the student examines concepts and issues in budget formulation, decision making, variance analysis, financing in healthcare, models for forecasting, addressing throughput issues, implementing professional practice models and program planning. The emphasis is on practical methods and techniques within a wide variety of healthcare situations.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544,
NR-512, NR-531, NR-532

NR-534: Healthcare Systems Management
3 Credits (Theory 3) – 48/0/0/3

The purpose of this course is to discuss utilizing a systems-theory approach in providing patient-centered and value-added care. Functioning within a system, the individual healthcare practitioner learns to utilize critical thinking and decision making to coordinate and deliver quality and cost-effective patient care. The content serves to develop an understanding of different modes of organizing nursing care within the unit environment, managing care within a multidisciplinary-team framework and promoting effective team work that enhances patient outcomes, improves staff vitality and reduces costs. Emphasis is placed on concepts related to systems theory, problem solving and decision making, nursing-care delivery models, delegation and team strategies.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544,
NR-512, NR-531, NR-532, NR-533

NR-535: Theoretical Foundations &
Instructional Strategies for the Nurse Educator
3 Credits (Theory 3) – 48/0/0/3

In this course, the student will be introduced to the educator role in academic and healthcare settings. Educational models and instructional strategies within the theoretical foundations of education will be explored. Cultural humility and legal and ethical issues surrounding education will be explored.

■ Prerequisites: NR-500, NR-501, NR-504, NR-506 or NR-544,
NR-512, NR-505

NR-536: Advanced Health Assessment, Pathophysiology & Pharmacology for Advanced Nursing Practice
3 Credits (Theory 3) – 48/0/0/3

This course focuses on advanced health assessment, pathophysiology and pharmacology as a foundation for advanced nursing practice. Learning centers on application of advanced health assessment, pathophysiology, and pharmacology to provide holistic, comprehensive care to individuals across the life span. Implications for advanced nursing practice will be emphasized.

■ Prerequisites: NR-524

NR-537: Assessment & Evaluation in Education
3 Credits (Theory 3) – 48/0/0/3

In this course, the student will examine assessment and evaluation strategies that support learning outcomes in education. The student applies reliable and valid methods in the assessment and evaluation of learning outcomes.

■ Prerequisites: NR-536

NR-538: Population Health I: Assessment & Analysis of Data
3 Credits – 48/0/0/3

This course focuses on the assessment of population health across health care delivery settings and geographic regions. Emphasis is placed upon the analysis of assessment findings to identify population health resources, risks and disparities to inform strategies to advance population health outcomes.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530

NR-539: Population Health II: Planning, Implementation & Evaluation
3 Credits – 48/0/0/3

This course focuses on planning, implementation and evaluation of evidence-based, population-focused interventions to address health risks and disparities across selected health care delivery settings. Ethical and legal considerations, principles of interprofessional collaborative practice, safety and high-quality care are integrated to promote population health outcomes.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530, NR-538

NR-540: Leading & Managing Population Health
3 Credits – 48/0/0/3

In this course, principles of effective leadership will be applied to advocate for population health within complex systems. Approaches to manage population health through advanced nursing practice are examined, along with their impact on health outcomes. Emphasis is placed on the multi-faceted roles of the MSN-prepared nurse to lead endeavors which promote and protect population health across the care continuum.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530, NR-538, NR-539

NR-541: Practice of Nursing Informatics
3 Credits (Theory 3) – 48/0/0/3

In this course, the student examines the role, functions and scope and standards of practice of the informatics nurse. The student explores, analyzes, applies and evaluates diverse aspects of nursing-informatics practice as a specialization.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-542: Managing Data & Information
3 Credits (Theory 3) – 48/0/0/3

In this course, the student examines the use of information technology to create, analyze and exploit data sets in order to monitor and evaluate patient care. The student incorporates the data-information-knowledge-wisdom model in the development of databases and other techniques for managing data and information.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-541

NR-543: Information Workflow in Healthcare
3 Credits (Theory 3) – 48/0/0/3

In this course, the student applies concepts, principles and practices of the information-system life cycle to improve information workflows, with an emphasis on healthcare-related settings. The student explores various Information systems in healthcare.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-541, NR-542

NR-544: Quality & Safety in Healthcare
3 Credits (Theory 3) - 48/0/0/3

This course focuses on advanced quality management principles and best practice techniques, tools, and skills useful in multiple healthcare settings. Using a person-centered and interdisciplinary approach, students analyze evidence-based, quality and safety practices in healthcare delivery systems. Students examine patient safety policies and processes and outcomes to inform strategies for continuous quality improvement.

■ Prerequisites: NR-500, NR-501, NR-512; NP students are not eligible to take this course.

NR-545: Pharmacology, Physical Assessment & Pathophysiology Nurse Practitioner (Graduate placement course)
3 Credits (Theory 3) – 48/0/0/3

This graduate placement, transitional study course provides a synthesis of pathophysiology, pharmacology and physical assessment principles for aspiring graduate nurse practitioner students. Select pathophysiologic processes of disease will be explored, including physical assessment components and pharmacological treatment. The minimum requirement to pass this course is 76 percent; grade of "C." The final grade earned in this course is not used in GPA calculations and credit hours earned are not applicable to credit hours required for graduation. Eligibility to enroll in the course is based on placement results.

■ Prerequisite: Provisional acceptance into an NP degree program.

NOTE: Eligibility to enroll in the course is based on placement results of the nurse practitioner assessment.

NR-546: Advanced Pharmacology: Psychopharmacology for Psychiatric-Mental Health Nurse Practitioner
3 Credits – 48/0/0/3

In this course the student builds upon previous knowledge of pharmacology, providing a foundation of knowledge in neuroscience and the psychopharmacology principles required for the treatment of mental health disorders across the lifespan.

■ Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-565, NR-599

NR-547: Differential Diagnosis in Psychiatric-Mental Health Across the Lifespan Practicum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

This course will provide students with the fundamental knowledge needed to formulate a differential diagnosis of individuals within the with psychiatric mental health setting. The Diagnostic and Statistical Manual of Mental Disorders will be introduced, providing the foundation for critical diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for individuals across the lifespan. The course will include 125 hours of supervised clinical practicum.

■ Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-548, NR-565, NR-599

NR-548: Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner
2 Credits – 32/0/0/2

This course expands the knowledge and skills of health assessment principles to perform a thorough psychiatric mental health assessment. The Standards of Psychiatric Mental Health Nursing Practice Advanced Practice Competencies will be introduced. The psychiatric interview will be explored, including interview techniques. Students will develop assessment techniques related to psychiatric history and the review of systems for mental health clients across the lifespan.

■ Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-546, NR-565, NR-599

■ Corequisite: NR-509

NR-551: Healthcare Systems, Politics & Policy
3 Credits (Theory 3) – 48/0/0/3

This course is an examination of healthcare laws and policy past and present. Healthcare systems and healthcare reform in the United States will be examined. This course will focus on policy development, analysis and implications of policy on healthcare delivery, nursing practice and patient outcomes.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-552: Economics of Healthcare Policy
3 Credits (Theory 3) – 48/0/0/3

This course is an examination of the economics of healthcare on a national and global scale. Current policy involving financing of healthcare, health insurances, environmental and social issues related to health, and access to health services will be covered from an economic perspective. The effect of economic policy on patient outcomes and the role of nursing in healthcare economics will be explored. Develop skills in analyzing and improving healthcare systems and processes by integrating systems analysis, health systems engineering and quality management techniques.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-553: Global Health
3 Credits (Theory 3) – 48/0/0/3

This course is an examination of globalization, global health systems and associated challenges/opportunities for nurses to promote population health and safety through policy work. Students will apply global health concepts through use of theoretical frameworks that impact population health and safety outcomes. Ethical principles related to global and population health are explored.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-554: The Nurse Leader & Healthcare Policy
3 Credits (Theory 3) – 48/0/0/3

This course is an examination of roles of the nurse leader in healthcare policy as researcher, change agent, advocate and activist. Students will analyze the social, cultural, political, legal, regulatory and ethical factors affecting patient safety and consider the role of nursing leaders in quality, cost containment and productivity, staffing and staff development in addition to the evaluation of overall resources required to implement a program of services. This course will focus on shaping and influencing policy to improve patient outcomes and inform practice through nursing research and leadership.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-561: Addressing Global Health Disparities
3 Credits (Theory 3) – 48/0/0/3

This course explores global health inequities and examines strategies to address health disparities of selected populations. The ways in which globalization has changed patterns of the spread of disease and methods to control disease are examined. The role of the global nurse is emphasized as a catalyst for affecting positive change and improving health and healthcare outcomes.

■ Corequisite: NR-529

NR-562: Leadership & Management
Within Complex Healthcare Systems
3 Credits (Theory 3) – 48/0/0/3

This course focuses on advanced processes and skills needed to support safe, high-quality nursing care through leadership and management at the organizational and systems level. A major focus is connecting, challenging and embracing change improvement within complex healthcare settings. The influence of systems level concepts on providing quality and safe person-centered nursing care are addressed. Principles related to healthcare problems and solution strategies within the environment of care are emphasized.

■ Corequisite: NR-561

NR-565: Advanced Pharmacology Fundamentals
3 Credits – 48/0/0/3

In this course, the student focuses on mastering pharmacokinetics, pharmacodynamics and pharmacogenomics, as well as fundamental pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered by the advanced practice nurse in the primary care setting. Emphasis is placed on the decision-making process utilized to safely and effectively prescribe and monitor pharmacotherapeutics for the treatment of acute and chronic diseases appropriate to the patient situation.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-599

NR-566: Advanced Pharmacology for Care of the Family
3 Credits (Theory 3) – 48/0/0/3

In this course, the student builds expanded knowledge of pharmacology across the lifespan, applying foundational principles from previous courses. Specific issues across the lifespan will be addressed including the effects of culture, ethnicity, age, pregnancy, gender and funding on pharmacologic management. Legal and ethical aspects of prescribing will be addressed.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-507, NR-565, NR-599

NR-567: Advanced Pharmacology for the
Adult-Gerontology Acute Care Nurse Practitioner
3 Credits – 48/0/0/3

In this course the student builds expanded knowledge of pharmacology in critically ill adults and older adults while applying foundational principles from previous courses. Specific issues in the pharmacologic management of critically ill adults will be addressed including the effects of culture, ethnicity, age, gender and funding on pharmacologic management. Legal and ethical aspects of prescribing will be also addressed.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-565, NR-599

NR-568: Advanced Pharmacology for the
Adult-Gerontology Primary Care Nurse Practitioner
3 Credits – 48/0/0/3

In this course the student builds expanded knowledge of pharmacology in acute and chronic diseases in adolescents, adults and older adults while applying foundational principles from previous courses. Specific issues in the pharmacologic management of acute and chronic health conditions will be addressed including the effects of culture, ethnicity, age, gender and funding on pharmacologic management. Polypharmacy, legal and ethical aspects of prescribing will be also addressed.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-565, NR-599

NR-569: Differential Diagnosis in Acute Care Practicum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course students will master content regarding formulating differential diagnoses of individuals within the acute care setting, along with an introduction to critical diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for critically ill adults and older adults in a practicum experience in a precepted acute care setting.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-599

NR-570: Common Diagnosis &
Management in Acute Care Practicum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course the student expands knowledge in care of patients specific to the role of the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) with a focus on common acute care problems and healthcare needs of the adult and older adult patient. The student will explore, analyze, apply and evaluate acute and chronic health conditions frequently encountered in acute care of adults and older adults. Students will further develop their skills related to patient education, protocol development, follow-up and referral through a practicum experience in a precepted acute care setting.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-599

NR-571: Complex Diagnosis &
Management in Acute Care Practicum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course the student expands the knowledge in care of patients specific to the role of the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), with a focus on healthcare needs of complex critically ill adults and older adults. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of complex acute health problems experienced. Care strategies will include patient education, protocol development, follow-up and referral through a practicum experience in a precepted acute care setting.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-599

NR-572: Advanced Acute Care Management
2.5 Credits (Theory 0.42, Clinical 2.08) – 7/0/100/2.5

In this course the student learns theoretical and practical knowledge of diagnostic principles specific to the role of the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), for the healthcare needs of advanced critically ill adults and older adults. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of advanced acute and chronic conditions, including behavioral health. Care strategies will include patient education, protocol development, follow-up and referral through a practicum experience in a precepted advanced acute care setting.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-571, NR-599

NR-573: Advanced Acute Care Management Lab
0.5 Credits (Lab 0.5) – 0/16/0/0.5

In this course, students participate in a faculty-supervised lab in which they have the opportunity to learn and practice advanced skills for assessments and procedures used in managing the care of acutely or critically ill adults.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-571, NR-599

■ Pre- or Corequisite: NR-572

NR-574: Acute Care Practicum I
3 Credits (Theory 0.4, Practicum 2.6) – 6/0/125/3

The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention, with a focus in growing independence. This precepted practicum will be with an approved provider in a complex acute care practice setting.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-571, NR-572, NR-573, NR-599

NR-575: Acute Care Practicum II
3 Credits (Theory 0.92, Practicum 2.08) – 15/0/100/3

The student will continue to synthesize all elements of clinical management skills and knowledge and continue to independently analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted practicum will be with an approved provider in an advanced acute care practice setting. Focus topics include independent clinical management skills, case studies, chart reviews and practice critique, with a capstone product evidencing increasing complex acute care clinical management skills. At the end of this course the student will be prepared for entry into clinical practice providing advanced healthcare to critically ill adults and older adults after first passing the national certification for the adult-gerontology acute care nurse practitioner. An on-ground intensive review session occurs during the course.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-571, NR-572, NR-573, NR-574, NR-599

NR-576: Differential Diagnosis in Adult-Gerontology
Primary Care Practicum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course the student will master content regarding formulating differential diagnoses of individuals within the primary care setting, along with an introduction to critical reasoning and diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing patient information in a logical, progressive manner and formulating differential diagnoses for adolescents, adults, older adults and women in a practicum experience in a precepted primary care setting.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-599

NR-577: Primary Care Management of Adolescents & Adults
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course the student will gain knowledge needed to manage the multidimensional care of adolescents, adults, women and at-risk and marginalized populations specific to the role of the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) with a focus on common acute and chronic diseases. The student will explore, analyze, apply and evaluate acute and chronic health conditions frequently encountered in primary care of adolescents, adults and women. Students will further develop their skills related to patient education, protocol development, follow-up and referral through a practicum experience in a precepted primary care setting.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-599

NR-578: Primary Care Management of Older Adults
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course the student will gain knowledge needed to manage multidimensional care of older adults specific to the role of the AGPCNP with a focus on common acute and chronic diseases. The student will explore, analyze, apply and evaluate acute and chronic health conditions frequently encountered in primary care of older adults. Students will further develop their skills related to patient education, protocol development and referral through a practicum experience in a precepted primary and long-term settings.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577, NR-599

NR-579: Palliative Care in
Adult-Gerontology Across the Spectrum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course the student will apply an evidence-based approach to provide in-depth examination of palliative care principles specific to the role of the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) with a focus on palliative care. The student will explore, analyze, apply and evaluate serious, life-limiting, incurable health conditions frequently encountered adolescents, adults and older adults at any stage of illness or development. Students will examine the obstacles and opportunities to provide palliative care from a practice and policy perspective within current and emerging models of care. Students, in collaboration with other disciplines, integrate physical, psychological, social and spiritual aspects of care for the patient, family and communities through a practicum experience in a precepted hospice, palliative care or rehabilitation setting.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577, NR-578, NR-599

NR-580: Adult-Gerontology
Primary Care Capstone & Intensive
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

The student will synthesize all elements of management skills and knowledge and continue to independently analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted practicum will be with an approved provider in an adult-gerontology primary care practice setting. Focus topics include independent practicum management skills, unfolding case studies, chart reviews and practice critiques. At the end of the capstone practicum the student will be prepared for entry into practice providing advanced healthcare to adolescents, adult and older adults after first passing the primary care adult-gerontology primary care nurse practitioner national certification exam. An on-ground intensive review session occurs during the course.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577, NR-578, NR-579, NR-599

NR-599: Nursing Informatics for Advanced Practice
3 Credits – 48/0/0/3

This course provides foundational and introductory knowledge regarding informatics with an emphasis on developing an understanding of concepts of nursing informatics (NI) and becoming knowledgeable about the application of informatics in advanced practice. Basic nursing informatics (NI) skills support the application and distribution of data/information to generate knowledge, information literacy, EHR use as an advanced practice provider and aspects of documentation. NI skills are used to synthesize and integrate nursing science with computer, information and cognitive sciences.

■ Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501

NR-601: Primary Care of the
Maturing & Aged Family Practicum
3 Credits (Theory .4, Clinical 2.6) – 6/0/125/3

This course continues to expand the knowledge of health-assessment principles specific to the role of the FNP with a focus on the common health problems and healthcare needs of the middle-aged and older adult and family. The student will explore, analyze, apply and evaluate chronic health conditions frequently encountered in the primary care of older adults. Students will further develop their skills related to patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted primary-care setting.

■ Prerequisite (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-511, NR-512

■ Prerequisite (effective May 2019): NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-511, NR-565, NR-566, NR-599

NR-602: Primary Care of the Childbearing
& Childrearing Family Practicum
3 Credits (Theory .4, Clinical 2.6) – 6/0/125/3

This course continues to expand the knowledge of health assessment principles specific to the role of the FNP, with a focus on the healthcare needs of women and families throughout reproductive and childrearing years. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of health problems commonly experienced. Care strategies will include patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted primary care setting.

■ Prerequisite (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-511, NR-512, NR-601

■ Prerequisite (effective May 2019): NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-511, NR-565, NR-566, NR-599, NR-601

NR-603: Advanced Clinical Diagnosis
& Practice Across the Lifespan Practicum
3 Credits (Theory .4, Clinical 2.6) – 6/0/125/3

This course continues to expand the theoretical and practical knowledge of diagnostic principles specific to the role of the FNP for the healthcare needs of individuals of all ages. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of complex acute and chronic conditions, including behavioral health. Care strategies will include patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted advanced practice setting.

■ Prerequisite (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-511, NR-512, NR-601, NR-602

■ Prerequisite (effective May 2019): NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-511, NR-565, NR-566, NR-599, NR-601, NR-602

NR-605: Diagnosis and Management in Psychiatric-Mental Health across the Lifespan I Practicum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

This course will incorporate psychosocial theories and psychotherapy modalities within mental health. Individual and group therapies will be explored as a foundation for non-pharmacological and adjunct treatment of psychiatric mental health disorders across the lifespan. The therapeutic alliance and use of self will be examined. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of acute and chronic mental health problems. Care strategies will include psychotherapy, psychopharmacological prescribing, patient education, follow-up, and referral through a practicum experience in a precepted psychiatric mental health setting.

■ Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-547, NR-548, NR-565, NR-599

NR-606: Diagnosis and Management in Psychiatric-Mental Health II Practicum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course the student expands knowledge in the care of patients specific to the role of the PMHNP, with a focus on perinatal, child and adolescent populations. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of acute and chronic mental health problems. Care strategies will include psychopharmacological prescribing, psychotherapy, patient education, follow-up, and referral through a practicum experience in a precepted psychiatric mental health setting.

■ Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-547, NR-548, NR-565, NR-599, NR-605

NR-607: Diagnosis and Management in Psychiatric-Mental Health III Practicum
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

In this course the student will expand upon previous knowledge to include complex mental health diagnoses and psychiatric emergencies. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of complex psychiatric mental health problems across the lifespan. Care strategies will include psychopharmacological prescribing, psychotherapy, patient education, follow-up, and referral through a practicum experience in a precepted psychiatric mental health care setting.

■ Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-547, NR-548, NR-565, NR-599, NR-605, NR-606

NR-611: Population Health Concluding Graduate Experience I
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

This course involves an intensive experience designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a population health mentor, critical analysis of population health concepts and implementation of population health management strategies occur in a clinical or community-based practice setting. Initiation of an evidence-based practice project relevant to an issue in population health are included.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530, NR-538, NR-539, NR-540

NR-612: Population Health Concluding Graduate Experience II
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

This course involves an intensive experience designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a population health mentor, critical analysis of population health concepts and implementation of population health management continue in a clinical or community-based practice setting. Implementation and evaluation of an evidence-based practice project relevant to an issue in population health are included. In this culminating course, emphasis is placed on synthesis of learning and professional growth in advanced nursing practice.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530, NR-538, NR-539, NR-540, NR-611

NR-621: Nurse Educator Concluding Graduate Experience I
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

In this course, the student has an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a nurse educator mentor, the student applies teaching-and-learning theories and concepts in the implementation of the nurse-educator role in an academic or clinical practice setting and develops and implements evidence-based teaching strategies. The student begins a scholarly project involving critical analysis of an issue relevant to nursing education.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-524, NR-535, NR-536, NR-537

NR-622: Nurse Educator Concluding Graduate Experience II
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

In this course, the student has an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a nurse-educator mentor, the student continues to apply teaching and learning theories and concepts in the implementation of the nurse-educator role in an academic or clinical practice setting and continues the implementation of evidence-based teaching strategies begun in NR-621. The student completes a scholarly project, begun in NR-621, demonstrating synthesis of the advanced knowledge and skills needed to address an area of relevance to professional nursing education. Students also will engage in advanced direct patient care with application of the nursing process in the clinical setting.

■ Prerequisite: NR-621

NR-631: Nurse Executive Concluding Graduate Experience I
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

In this course, the student begins an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a nurse-leader mentor, the student demonstrates application of leadership and management theories and concepts and essential competencies in the role of nurse executive in an academic or clinical practice setting, where the student develops and implements evidence-based leadership and management strategies. The student begins a scholarly project involving critical analysis of an issue relevant to professional nursing in leadership. The student is introduced to the planning phase of project management and develop tools to assist them in planning to lead an organizational practice change project.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR512, NR-531, NR-532, NR-533, NR-534

NR-632: Nurse Executive Concluding Graduate Experience II
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

In this course, the student continues their intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In continued collaboration with a nurse-leader mentor, the student demonstrates application of leadership and management theories and concepts and essential competencies in the role of nurse executive in a variety of practice settings. The student moves their project from the planning phase begun in NR-631 to the phases of execution and evaluation in this course. The student also expands and broadens their understanding of several key nursing roles as they apply to senior leadership positions in organizations.

■ Prerequisite: NR-631

NR-640B: Informatics Nurse Specialist Practicum I
3 Credits (Theory 1.5, Practicum 1.5) – 24/0/72/3

In this course, the application of the concepts, principles and practices of formal informatics project management is emphasized. The role of the informatics nurse is implemented, applied and analyzed in a related organizational setting, in collaboration with a mentor.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-541, NR-542, NR-543

NR-642: Informatics Nurse Specialist
Concluding Graduate Experience I
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

In this course, the student has an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with an informatics-nurse-specialist mentor, the student applies informatics theories and concepts in the implementation of the informatics-nurse-specialist role in a virtual learning environment, academic, business or clinical setting and implements evidence-based informatics strategies developed in NR-640. The student begins a scholarly project demonstrating synthesis of the advanced knowledge and skills needed to address an area of relevance to nursing informatics.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-541, NR-542, NR-543, NR-640

NR-643: Informatics Nurse Specialist
Concluding Graduate Experience II
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

In this course, the student has an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with an informatics-nurse-specialist mentor, the student continues to apply informatics theories and concepts in the implementation of the informatics-nurse-specialist role in a virtual learning environment, academic, business or clinical setting and concludes the implementation of evidence-based informatics strategies developed in NR-640. The student concludes a scholarly project, begun in NR-642, demonstrating synthesis of the advanced knowledge and skills needed to address an area of relevance to nursing informatics.

■ Prerequisite: NR-642

NR-651: Healthcare Policy Concluding Graduate Experience I
3 Credits (Theory 1.5, Practicum 1.5) - 24/0/72/3

This course requires demonstration of student synthesis of concepts for leadership and management, delivery of nursing services, and educational components with role immersion through completion of a scholarly evidence-based proposal. Students develop a healthcare policy Concluding Graduate Experience (CGE) proposal utilizing evidence-based practice research, implementation, evaluation and dissemination models, in collaboration with CGE site stakeholders.

■ Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-551, NR-552, NR-553, NR-554

NR-652: Healthcare Policy Concluding Graduate Experience II
3 Credits (Theory 1.5, Practicum 1.5) – 24/0/72/3

In this course, students demonstrate comprehensive knowledge, skills and ability to critically think as a policy leader to improve health outcomes. Students and Concluding Graduate Experience (CGE) site stakeholders collaborate on the implementation and evaluation of the proposed healthcare policy CGE project to address a CGE site need. Students use implementation, evaluation and dissemination and stakeholders' collaboration models in their project. Students complete the CGE practicum project with a manuscript ready submission and presentation to organization administrators and stakeholders.

■ Prerequisite: NR-651

NR-661: APN Capstone Practicum
3 Credits (Theory .4, Clinical 2.6) – 6/0/125/3

The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted clinical practicum will be with an approved provider in an advanced practice setting. Focus topics include clinical management skills, case studies, chart reviews and practice critique, with a capstone product evidencing increasing complex clinical management skills. At the end of this course, the student will be prepared for entry into clinical practice providing primary healthcare across the life span after first passing the national certification for the family nurse practitioner.

■ Prerequisite: NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-511, NR-512, NR-601, NR-602, NR-603

NR-662: Advanced Nursing Role Synthesis
4 Credits (Theory 1, Clinical 3) – 16/0/144/4

This course requires demonstration of student synthesis of all concepts of the leadership and management, delivery of nursing services, and educational components with role immersion through completion of a scholarly evidence-based process-improvement project. Students produce a submission-ready manuscript and poster as part of the dissemination of their work.

■ Corequisite: NR-562

NR-663: Advanced Nursing Role Immersion – Part 1
4 Credits (Theory 1, Clinical 3) – 16/0/144/4

A microsystems viewpoint is utilized within an interdisciplinary team approach for point-of-care client cohort management. Integration of prior coursework related to the advanced nursing practice of client illness and wellness conditions is addressed. Research, theory and principles of practice that impact health promotion, wellness and illness management and risk-factor determination to promote client safety through an interdisciplinary approach is emphasized. Formulation of the project proposal is completed with approvals from faculty and organization leaders.

■ Prerequisite: Admission to the Clinical Nursing Leadership Option and completion of all didactic coursework

NR-664: Advanced Nursing Role Immersion – Part 2
3 Credits (Theory 0, Clinical 3) – 0/0/144/3

Emphasizing acute to chronic illness, students apply theory, course concepts and evidence-based care to a cohort of clients. Special focus is on the utilization of various types of technology at the point-of-care to home monitoring for condition management. An interdisciplinary approach is used to apply epidemiological models and data related to chronic health conditions, to develop, design, coordinate and evaluate health outcomes. Project proposal is implemented.

■ Prerequisite: NR-663

NR-665: Advanced Nursing Role Immersion – Part 3
4 Credits (Theory 1, Clinical 3) – 16/0/144/4

Students complete the capstone practicum project with a presentation to organization administrators and stakeholders. Effective collaboration, negotiation and presentation of the evidence-based epidemiologically-based problem related to the selected client cohort is presented in a manuscript-ready capstone paper. Students demonstrate comprehensive knowledge, skills and ability to critically think as an interdisciplinary group leader related to care outcomes for clients.

■ Prerequisite: NR-664

NR-667: FNP Capstone Practicum and Intensive
3 Credits (Theory .4, Clinical 2.6) – 6/0/125/3

The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted clinical practicum will be with an approved provider in an advanced practice setting. Focus topics include clinical management skills, case studies, chart reviews and practice critique, with a capstone product evidencing increasing complex clinical management skills. At the end of this course, the student will be prepared for entry into clinical practice providing primary healthcare across the life span after first passing the national certification for the family nurse practitioner. An on-ground intensive review session occurs during this course.

■ Prerequisite (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-511, NR-512, NR-601, NR-602, NR-603

■ Prerequisite (effective May 2019): NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-511, NR-565, NR-566, NR-599, NR-601, NR-602, NR-603

NR-668: Psychiatric-Mental Health Capstone Practicum & Intensive
3 Credits (Theory 0.4, Clinical 2.6) – 6/0/125/3

The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply, and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted clinical practicum will be with an approved provider in psychiatric mental health setting. Focus topics include clinical management skills, case studies, chart reviews, and practice critique, with a capstone product evidencing increasing complex psychiatric mental health clinical management skills. At the end of this course the student will be prepared for entry into clinical practice providing psychiatric mental healthcare across the lifespan after first passing the national certification for the psychiatric mental health nurse practitioner.

■ Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-547, NR-548, NR-565, NR-599, NR-605, NR-606, NR-607

COLLEGE *of* NURSING
Doctor of Nursing Practice (DNP) Degree Courses

NR-700: Scientific Underpinnings
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on the scientific underpinnings of nursing practice and the application of theory to advanced nursing practice at the highest level.

◼ Prerequisite: Admission into the DNP degree program

NR-701: Application of Analytic Methods
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on concepts and application of original research to practice, evaluation of clinical practice guidelines (CPGs) and examination of existing research for scientific merit.

◼ Prerequisite: NR-700

NR-702 A-C: DNP Project & Practicum I
2-4 Credits (Practicum 2-4)
(A) 0/0/128/2, (B) 0/0/192/3, (C) 0/0/256/4

The focus of this course is on broad issues for DNP-prepared nurses practicing across healthcare systems to advance nursing practice. Students identify a nursing practice problem and link the problem and plan for evidence-based practice change using advanced nursing judgment in the practicum setting.

◼ Prerequisites (prior to July 2021): NR-700, NR-701, NR-703, NR-704, NR-706, NR-708, NR-711, NR-714

◼ Prerequisites (effective July 2021): NR-703, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-703: Applied Organizational & Leadership Concepts
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on application of organizational and leadership concepts to foster and promote healthcare systems conducive to relationship-based care that improve care-focused outcomes.

◼ Prerequisites (prior to July 2021): NR-700, NR-701, NR-714

◼ Prerequisites (effective July 2021): NR-715, NR-716

NR-704: Concepts in Population Health Outcomes
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on analysis and synthesis of clinical preventive best practice for populations and aggregates with an emphasis on primary, secondary and tertiary preventive best practice.

◼ Prerequisite: NR-700, NR-701, NR-703, NR-714

NR-705 A-C: DNP Project & Practicum II
2-4 Credits (Practicum 2-4)
(A) 0/0/128/2, (B) 0/0/192/3, (C) 0/0/256/4

The focus of this course is on preparing for evidence-based practice change using advanced nursing judgment in the practicum setting.

◼ Prerequisites (prior to July 2021): NR-700, NR-701, NR-702, NR-703, NR-704, NR-706, NR-708, NR-711, NR-714

◼ Prerequisites (effective July 2021): NR-702, NR-703, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-706: Healthcare Informatics & Information Systems
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on assessment, planning, design and analysis of healthcare informatics and information systems to generate data-driven decisions in nursing and healthcare delivery.

◼ Prerequisites (prior to July 2021): NR-700, NR-701, NR-703, NR-704, NR-714

◼ Prerequisites (effective July 2021): NR-703, NR-715, NR-717

NR-707 A-C: DNP Project & Practicum III
2-4 Credits (Practicum 2-4)
(A) 0/0/128/2, (B) 0/0/192/3, (C) 0/0/256/4

The focus of this course is on implementation of evidence-based practice change using advanced nursing judgment in the practicum setting.

◼ Prerequisites (prior to July 2021): NR-700, NR-701, NR-702, NR-703, NR-704, NR-705, NR-706, NR-708, NR-711, NR-714

◼ Prerequisites (effective July 2021): NR-702, NR-703, NR-705, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-708: Health Policy
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on policy process pertinent to micro, meso and macro systems levels to analyze and evaluate health policy and legislative issues including but not limited to those related to ethics, safety, healthcare economics, access to care, insured and underinsured and quality of care issues.

◼ Prerequisite: NR-700, NR-701, NR-703, NR-704, NR-706, NR-714

NR-709 A-C: DNP Project & Practicum IV
2-4 Credits (Practicum 2-4)
(A) 0/0/128/2, (B) 0/0/192/3, (C) 0/0/256/4

The focus of this course is on evaluation of evidence-based practice change using advanced nursing judgment in the practicum setting.

■ Prerequisites (prior to July 2021): NR-700, NR-701, NR-702, NR-703, NR-704, NR-705, NR-706, NR-707, NR-708, NR-711, NR-714

■ Prerequisites (effective July 2021): NR-702, NR-703, NR-705, NR-706, NR-707, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-711: Fiscal Analysis and Project Management
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on concepts and issues related to the advanced nursing leadership role in financial planning, business management, needs-based organizational assessment and project planning, management and evaluation.

■ Prerequisites (prior to July 2021): NR-700, NR-701, NR-703, NR-704, NR-706, NR-708, NR-714

■ Prerequisites (effective July 2021): NR-703, NR-706, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-714: Application of Analytic Methods II
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on comprehensive systematic review of evidence, including economic appraisal, statistical analysis, outcome measurement and evaluation.

■ Prerequisites: NR-700, NR-701

NR-715: Scientific Underpinnings
3 Credits (Theory 3) – 48/0/0/3

In this course, students examine the scientific underpinnings of nursing practice with a focus on evidence-based interventions and the relationship to global burden of disease. Learning will emphasize various research methodologies and focus on application, examination, and evaluation.

■ Prerequisite: Admission to the DNP degree program

NR-716: Analytic Methods
3 Credits (Theory 3) – 48/0/0/3

In this course, students focus on concepts of translation science and the application of original research to practice. The focus of learning will include evaluation of research and non-research evidence for economic appraisal, statistical analysis, and outcome measurement. The student will translate best evidence to address a national practice problem at the local level.

■ Prerequisite: NR-715

NR-717: Concepts in Population
Health Outcomes & Health Policy
3 Credits (Theory 3) – 48/0/0/3

The focus of this course is on analysis and synthesis of health policy and clinical preventive best practice for populations and aggregates with an emphasis on primary, secondary and tertiary prevention, social determinants of health and health disparities. Students analyze population health and health policy and promote political competency to develop and advocate for health care policy to improve healthcare delivery and population health outcomes.

■ Prerequisites: NR-703, NR-715, NR-716

NR-718: Topics in Advanced Practice Leadership I
3 Credits (Theory 3) – 48/0/0/3

In this course, students actualize their role within specific specialties of the Advanced Practice Registered Nurse (APRN) and translate the best available evidence to support and improve the quality and safety locally, nationally, and globally within healthcare systems and expanded settings. Emphasis is placed on translation science to manage populations across a wellness to illness continuum, with a focus on prevention, optimum wellness and the global burden of disease.

■ Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717

NR-719: Topics in Advanced Practice Leadership II
2 Credits (Theory 2) – 32/0/0/2

In this course, students examine the leadership and practice change role of the Advanced Practice Registered Nurse (APRN). The focus of learning is on leadership strategies, negotiations with interprofessional teams, and collaborative communication to transform healthcare systems and nursing practice through evidence-based initiatives.

■ Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717, NR-718

NR-720: Topics in Healthcare Systems Leadership I
3 Credits (Theory 3) – 48/0/0/3

The course prepares students to synthesize advanced nursing leadership concepts for a dynamic healthcare environment. Emphasis is placed on practical concepts for the leader at a senior level in a variety of healthcare systems.

■ Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717

NR-721: Topics in Healthcare Systems Leadership II
2 Credits (Theory 2) – 32/0/0/2

The course prepares students to collaborate across interprofessional teams while exploring organizational strategies relevant to advanced nursing leadership.

■ Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717, NR-720

NR-722: Role of the Educator in Facilitating Learning
3 Credits (Theory 3) – 48/0/0/3

In this course, students explore the role of the nurse educator as it relates to understanding facilitated learning, learner development and socialization, and functions within the educational environment. Emphasis is placed on educational theories that govern teaching and learning models and principles.

■ Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717

NR-723: Role of the Educational Leader Across Settings
2 Credits (Theory 2) – 32/0/0/2

In this course, the student continues to explore the role of the nurse educator in leading assessment and evaluation, curriculum design, as well as evaluation of program outcomes, continuous quality improvement, and scholarship.

■ Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717, NR-722

NR-730: DNP Project
1 Credit (Theory 1) – 16/0/0/1

In this course, students work with a DNP faculty Project Navigator to conceptualize and design their DNP Project.

■ Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717
and NR-718 or NR-720 or NR-722

COLLEGE *of* HEALTH PROFESSIONS
Master of Public Health (MPH) Degree Courses

MPH-500: Introduction to Public Health Systems, Organizations & Practice
3 Credits (Theory 3) – 48/0/0/3

This survey course introduces public health concepts and practice. Students examine the origin and development of the modern public health system and the relationship of public health to the overall healthcare system. The philosophy, purpose, essential dimensions, critical issues and values related to public health practice are also explored and discussed. This course is the first required course in the MPH program.

■ Prerequisite: MPH-598

For Provisional Acceptance to the MPH degree or MPH Certificate program students must take MPH-598 and MPH-599 prior to enrolling in MPH-500.

■ Corequisite: Acceptance to the MPH degree program or the MPH Certificate program and MPH-598

MPH-501: Quantitative Methods for Public Health Application
3 Credits (Theory 3) – 48/0/0/3

This course provides a foundation in biostatistics as applied to the field of public health. Coursework addresses the role of biostatistics as well as applications, techniques and procedures to measure and summarize data. Sampling, exploratory data analysis, estimation, hypothesis testing and power and precision are examined, as are exploratory and confirmatory statistical methods. Use of statistical software will be introduced.

■ Corequisite: MPH-500, MPH-502, MPH-505

MPH-502: Principles of Epidemiology
3 Credits (Theory 3) – 48/0/0/3

This course introduces basic principles of epidemiology and their application in assessing and addressing current public health issues. It incorporates basic concepts to enhance the students' understanding of epidemiology in community settings. Students will identify issues, collect and analyze data, draw inferences, apply findings to prevent and control health-related events; and learn to describe a public health problem in terms of person, time and place. Ethical and legal principles related to collecting, maintaining, using and disseminating epidemiologic data are also examined.

■ Prerequisite: MPH-500, MPH-505

MPH-503: Advocacy in Public Health Policy & Law
3 Credits (Theory 3) – 48/0/03

This course examines the impacts of economics, ethics, legal issues, political science, management, communications and technology on public health policymaking. Students explore contemporary issues in health policy through review of U.S. health policy development and factors that affect future health policy initiatives. Students are challenged to think systematically and critically about these issues and about various methods available to policymakers to improve the U.S. healthcare system.

■ Prerequisite (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-505, MPH-506, MPH-509

■ Prerequisite (effective May 2021): MPH-500, MPH-505, MPH-506, MPH-509, MPH-515, MPH-516

■ Master of Social Work (MSW) degree program Prerequisites: MSW-506 or admission to the Advanced Standing Option

MPH-504: Cultural Competency & Global Public Health
3 Credits (Theory 3) – 48/0/0/3

This course explores global and international dimensions of public health. Students consider epidemiological, political, behavioral, sociological, cultural and medical aspects associated with variations in health and disease of individuals and populations. Coursework examines a range of public health issues for developing countries and for affluent industrialized societies, and population-based public health approaches used in solving global health issues are introduced. In addition, students will examine assumptions made about their cultural competency and how to work with populations who might share different values than their own.

- Prerequisite (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-503, MPH-505, MPH-506, MPH-509
- Prerequisite (effective May 2021): MPH-500, MPH-503, MPH-505, MPH-506, MPH-509, MPH-515, MPH-516
- Master of Social Work (MSW) degree program Prerequisites: None

MPH-505: Public Health Communication & Behavioral Health Theories
3 Credits (Theory 3) – 48/0/0/3

This course introduces concepts related to global health promotion and public health education. Students examine common behavioral and social science theories used in health communication, education and health promotion. Coursework examines various settings, roles and agencies for promoting health as well as effective program designs used in community, school, worksite and healthcare settings.

- Prerequisite: MPH-500

MPH-506: Environmental Health in Public Health
3 Credits (Theory 3) – 48/0/0/3

The course addresses factors associated with biological, physical and chemical environmental health issues. Students examine interaction among individuals, communities and the environment, the potential health impact of environmental agents and specific applications of environmental health policies and practices. Also examined are approaches for assessing, preventing and controlling environmental health hazards, as well as regulatory programs that control environmental health issues.

- Prerequisite (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-505, MPH-509
- Prerequisite (effective May 2021): MPH-500, MPH-505, MPH-509, MPH-515 and MPH-516

MPH-507: Public Health Program Planning & Evaluation
3 Credits (Theory 3) – 48/0/0/3

In this course, students consider methods for identifying population-based needs as a foundation for program planning and evaluation. Topics include public health intervention, needs-based program development and program marketing and evaluation. Students consider emerging priorities in health promotion programs, including disabilities, workplace issues, equity and counter marketing. They also explore leadership competencies needed for developing successful health promotion programs and apply methods for evaluating public health program effectiveness.

- Prerequisite (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-503, MPH-504, MPH-505, MPH-506, MPH-509
- Prerequisite (effective May 2021): MPH-500, MPH-503, MPH-504, MPH-505, MPH-506, MPH-509, MPH-515, MPH-516

MPH-508: Leadership & Administration in Public Health Systems
3 Credits (Theory 3) – 48/0/0/3

Using a systems thinking approach, this course will focus on preparing students to develop entry-level competencies in public health management, leadership and administration. Topics will include leadership, mission and vision definition, quality improvement, strategic planning and marketing, and other emerging topics necessary for the effective delivery and administration of public health services.

- Prerequisite (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-509
- Prerequisite (effective May 2021): MPH-500, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-509, MPH-515, MPH-516

MPH-509: Community-Based Participatory Research
3 Credits (Theory 3) – 48/0/0/3

This course covers techniques used in community-based research for investigating public health issues. Students learn about qualitative research methods, become informed consumers of health research and become able to participate in needs assessments, program evaluations and other applied public health research.

- Prerequisite (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-505
- Prerequisite (effective May 2021): MPH-500, MPH-505, MPH-515, MPH-516

MPH-511: Epidemiological Research Methods
3 Credits (Theory 3) – 48/0/0/3

This course focuses on research methods used in epidemiological research and introduced in the Principles of Epidemiology course (MPH-502). Greater exploration will be given to study designs as they applied to human populations, including randomized trials and four types of observational studies (cohort, case-control, cross-sectional, ecological) will be covered.

■ Prerequisites: MPH-500, MPH-501, MPH-502

MPH-512: Disease Surveillance and Monitoring
3 Credits (Theory 3) – 48/0/0/3

The pivotal role of epidemiological surveillance and monitoring has long been realized in public health practice. Over time there have been increased demands on the use of surveillance data, including social, behavioral and risk factor surveillance; preparedness- and response-related surveillance; and environmental tracking. Disease surveillance has also been utilized in non-public health settings to track clinical practices and conduct program evaluation. In addition, the information generated from surveillance has been used increasing in policy decisions, such as funding and program development. The great advances in information technology and informatics have provided additional tools that have the potential to increase efficiencies in the way surveillance data are collected, processed, analyzed and distributed. This course aims to provide students with a greater depth of understanding about the fundamental science of public health surveillance.

■ Prerequisites: MPH-500, MPH-501, MPH-502, MPH-511

MPH-513: Infectious Disease Prevention
3 Credits – 48/0/0/3

Infectious Diseases continue to present challenges throughout the world. The global pandemics of severe acute respiratory syndrome (SRS), influenza, HIV/AIDS and tuberculosis have reminded us that infectious diseases do not respect geographic borders, socioeconomic classes or geopolitical divisions. However, we have made progress on several fronts through the implementation of active surveillance programs and the utilization of vaccines for primary prevention. This course will provide an overview of the basic epidemiology of infectious diseases and case studies of the important most important diseases and syndromes. The methods include definitions and nomenclature, disease surveillance, outbreak investigations, laboratory tools and dynamics of transmission. Case studies will focus on acute respiratory infections, gastrointestinal diseases, sexually transmitted diseases, vector-borne diseases and new and emerging infectious diseases.

■ Prerequisites: MPH-500, MPH-501, MPH-502, MPH-511, MPH-512

MPH-515: Epidemiology & Biostatistics
for Public Health Application I
3 Credit Hours (Theory 3) – 48/0/0/3

This course introduces basic principles of epidemiology and biostatistics and their application in assessing and addressing current public health issues. Students will draw inferences; apply findings to prevent or control health-related events; and explore concepts such as sampling, exploratory data analysis, prevalence, incidence, risk, and frequency distribution. Types of studies (i.e., quantitative, qualitative, mixed, observational, experimental, cohort, case, and more), biases, and appropriate use of these studies will also be explored and applied. The course will interweave the concepts of behavioral and social issues, social responsibility, policy, policy-making, and ethical and legal principles related to collecting, maintaining, using, and disseminating data.

■ Prerequisites: MPH-500, MPH-505, MPH-598

MPH-516: Epidemiology & Biostatistics
for Public Health Application II
3 Credit Hours (Theory 3) – 48/0/0/3

This course will be a continuation of epidemiological and biostatistical principles, case studies and exercises. Students will continue in this course to draw inferences; apply findings to prevent or control health-related events. Hypothesis development and data testing (i.e., T-tests, ANOVA, regression analysis, and more) will be explored and utilized through the use of statistical software and in the context of application to real-life scenarios. The course will also include discussions and work related to disease association, infectious disease, disease prevention, policy making, behavioral epidemiology, and special studies related to health disorders. The course will also interweave the concepts of ethical and legal principles related to collecting, maintaining, using, and disseminating data.

■ Prerequisites: MPH-500, MPH-505, MPH-515, MPH-598

MPH-532: Global Health Applications in the Field
3 Credits (Theory 3) – 48/0/0/3

This optional practicum experience will provide the student with the opportunity to work with in a global health setting and applying public health interventions to meet the healthcare needs of an identified community. This practicum experience will be custom designed to the student's needs.

■ Prerequisite: MPH-500, MPH-505, MPH-504, MPH-507, MPH-531

MPH-598: Student Success & Self-Care
1 Credit Hour (Theory 1)- 16/0/0/1

This introduction course is required to be taken by all MPH students. The focus of this course is to orient students to graduate studies at Chamberlain within the MPH program. Students will be introduced to **Chamberlain Care** and explore how it is integral to their success as a student in the MPH program. In addition, this course introduces students to self-care and the importance of maintaining a healthy school/work/family balance. Finally, this course is designed to help MPH students learn and improve skills and strategies that are essential to their academic success.

■ Prerequisite: None

MPH-599: Professional Writing
1 Credit Hour (Theory 1) – 16/0/0/1

This course is a pre-requisite course for students wishing to enroll in MPH-500. It is designed to reorient students with the basic elements of writing expected at the graduate level with a primary focus on APA, scholarly tone, sentence structure, grammar, composition, and plagiarism. This course requires students to do proactive brainstorming, free-writing, sentence construction (in the context of short writing assignments), paragraph construction, the organization of ideas, and the several types of purposes of, and audiences for, general essays. Students will build on these basic skills by planning, writing, and revising essays, and experiencing writing and reading as a multi-step process. In addition, students will also learn the process and value of peer-to-peer editing. Through activities, application, and reflection, the materials covered in this course will support students as they progress through the MPH program.

■ Prerequisite: Provisional Acceptance to the MPH degree or the MPH Certificate program

■ Corequisite: MPH-598

MPH-600: Integrative Learning Experience (ILE) I
3 Credits (Theory 3) – 48/0/0/3

Students in this integrative learning experience will apply their public health learning to an applied practice experience and/or public health program project. An integrative learning experience project must be completed by each Master of Public Health (MPH) student prior to graduation. The integrative learning experience project is based on a non-thesis, integrative learning experience. Application and synthesis of student applied learning will be identified in affiliation with the MPH Program outcomes/competencies. The nature of the integrative learning experience project should be consistent with the career goals of the student and should be viewed as a culminating display of ability, demonstrating that the MPH graduate is prepared to become a professional in the field of public health. The demonstration of excellence in writing and oral presentation requirement reflects the competencies that are essential to success in the field of public health.

■ Prerequisite: Successful completion of all program core coursework (MPH-500 through MPH-509)

■ Corequisite: MPH-650

MPH-601: Integrative Learning Experience (ILE) II
3 Credits (Theory 3) – 48/0/0/3

Students in this integrative learning experience will apply their public health learning to an applied practice experience and/or public health program project. An integrative learning experience project must be completed by each Master of Public Health (MPH) student prior to graduation. The integrative learning experience project is based on a non-thesis, integrated learning experience. Application and synthesis of student applied learning will be identified in affiliation with the MPH Program outcomes/competencies. The course culminates at the end of the second session with a written report and presentation of the identification of competencies learned during the applied practice experience. Students will demonstrate their ability to synthesize content both orally and in writing with regard to the lessons they learned and applied during their experience or project working in a community or public health setting, on a public health program, an applied research project or a quality assurance project.

■ Prerequisite: Successful completion of all program core coursework (MPH-500 through MPH-509) and MPH-600

■ Corequisite: MPH-651

MPH-610: Integrative Learning Experience (ILE) I
& Applied Practice Experience (APE) I
6 Credit Hours (Clinical) – 0/0/72/6

In this course, the student begins an applied practice experience (APE) in public health, designed to broaden perspectives and support the integration of knowledge gained throughout the MPH curriculum. In collaboration with a community preceptor, the APE helps students to apply public health competencies, gain valuable work experience, and cultivate professionalism. The student will complete a total of 72 contact hours during the APE. Through case studies and research methodology, this course will allow the student to demonstrate application, integration and synthesis of foundational and concentration public health competencies. The student begins a scholarly project involving critical analysis of a public health problem using a population-based approach. The student will also begin development of a high-quality written product and two practice-based public health deliverables (to meet the needs of the APE site) that evidence public health knowledge, skills and integrative abilities. This 6-credit course includes 3.0 hours of theory and 3.0 hours of practicum.

■ Prerequisite (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-508, MPH-509

■ Prerequisite (effective May 2021): MPH-500, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-508, MPH-509, MPH-515, MPH-516, MPH-598

MPH-620: Integrative Learning Experience (ILE) II
& Applied Practice Experience (APE) II
6 Credit Hours (Clinical) – 0/0/72/6

In this course, the student continues an applied practice experience (APE) in public health, designed to broaden perspectives and support the integration of knowledge gained throughout the MPH curriculum. The student will complete a total of 72 contact hours during the APE. Through case studies and research methodology, the student continues to demonstrate application, integration and synthesis of foundational and concentration public health competencies. The student concludes the scholarly project culminating with the development of a high-quality written product and two practice-based public health deliverables (to meet the needs of the APE site) that evidence public health knowledge, skills and integrative abilities. The student will also present their high-quality written product and submit all course deliverables via their ePortfolio. This 6-credit course includes 3.0 hours of theory and 3.0 hours of practicum.

■ Prerequisites: MPH-500, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-508, MPH-509, MPH-515, MPH-516, MPH-598, MPH-610

MPH-650: Applied Practice Experience (APE) I
3 Credits (Clinical 3) – 0/0/120/3

During this course, students are expected to complete 120 hours of applied practice experience at a designated public health agency/organization and/or defined public health program. During this experience, students will apply public health competencies learned in the program. The applied practice experience culminates in a written report (integrative learning experience project) describing students' area of study, investigative activity, systematic application of public health methods used and the level of issue resolution. The report also includes students' reflection on the experience and conclusions. This course is graded on a satisfactory/unsatisfactory basis; the final grade is received once the applied practice experience is completed.

■ Prerequisite: Successful completion of all program core coursework (MPH-500 through MPH-509); approval of site by the applied practice experience manager

■ Corequisite: MPH-600

MPH-651: Applied Practice Experience (APE) II
3 Credits (Clinical 3) – 0/0/120/3

During this course, students will complete a second block of 120 hours of applied practice experience (at the same site during Session 1) during which they apply public health competencies and knowledge learned in the program. A total of 240 hours is required to complete the MPH Program. The applied practice experience culminates in a written report describing students' area of study, investigative activity, systematic application of public health methods used and the level of issue resolution. The report also includes students' reflection on the experience and conclusions. This course is graded on a satisfactory/unsatisfactory basis; the final grade is received once the applied practice experience is completed.

■ Prerequisite: Successful completion of all program core coursework (MPH-500 through MPH-509); successful completion of MPH-650; approval of site by the applied practice experience manager

■ Corequisite: MPH-601

COLLEGE *of* HEALTH PROFESSIONS
Master of Social Work (MSW) Degree Courses

MSW-500: Student Success and Self-Care
1 Credit (Theory 1) – 16/0/0/1

This course is one of two introductory courses required to orient students to the MSW degree program. This holistic course introduces students to Chamberlain's mission of **Chamberlain Care**® and how it is integral to their success as a student in the MSW degree program. This course also introduces students to self-care and the importance of maintaining a healthy school/work/family balance. In addition, this course is designed to help students learn and improve skills and strategies that are essential to their academic success.

■ Prerequisite: None

MSW-501: Professional Writing
1 Credit (Theory 1) – 16/0/0/1

This course is designed to reorient students to the basic elements of writing expected at the graduate level, with a primary focus on APA, scholarly tone, sentence structure, grammar, composition and avoiding plagiarism. This course requires students to practice brainstorming, free-writing, sentence construction (in the context of short writing assignments), paragraph construction, the organization of ideas and addressing the several types of, purposes of and audiences for general essays. Students will build on these basic skills by planning, writing and revising essays and experiencing writing and reading as a multi-step process. In addition, students will also learn the process and value of peer-to-peer editing. Through activities, application and reflection, the materials covered in this course will support and assist students as they progress through the MSW degree program. This course is graded on a satisfactory/unsatisfactory basis.

■ Prerequisites: None

MSW-502: Social Work Principles & Foundations
3 Credits (Theory 3) – 48/0/0/3

This is an elective course designed to introduce students to the social work profession and to introduce knowledge necessary for generalist social work practice. During the process of exploring the history of social work practice, this course is designed to increase students' self-awareness, assertiveness, understanding of social work values and ethics, critical thinking ability in social work practice, promotion of social and economic justice, and appreciation for diversity. The course will emphasize a strengths perspective to the problem-solving process of empowering vulnerable persons, groups and communities to address their needs. Students will also explore current issues and directions for the profession, and the requirements and challenges of being a professional social worker.

■ Prerequisites: MSW-501

MSW-503: Social Work Theories and Practice Techniques
3 Credits (Theory 3) – 48/0/0/3

This elective course is designed to provide students with an overview of theories as they relate to social work practice. In addition to gaining in-depth knowledge of Motivational Interviewing (MI), students will also explore additional theoretical constructs and applications of various approaches to working with clients, groups and organizations. The main focus of this course is to teach students the basic tenets of MI and other theoretical modalities, with the goal of teaching students the importance of choosing appropriate treatment techniques and modalities that are compatible with the client system's cultural and ethnic background. Students should be able to integrate multiple sources of knowledge and models to interview, assess, and respond empathetically when working with individuals, families and groups.

■ Prerequisites: MSW-500, MSW-501

MSW-504: Human Behavior in the Social Environment I
3 Credits (Theory 3) – 48/0/0/3

This course is one of two required to complete the human behavior series. This course provides a foundation for social work practice through an understanding of the major theories of individual and family functioning that encompasses biophysical, cognitive, emotional, social and spiritual dimensions. During this course, students will focus on the roles that culture and cultural identity play in human development within the context of diverse environmental factors. Students will learn the central concepts of theories that provide the basis for many assessment and intervention tools used in social work practice with individuals, families, groups, communities and organizations.

■ Prerequisites: None

MSW-505: Direct Practice I (Individuals and Families)
3 Credits (Theory 3) – 48/0/0/3

This course is one of two courses required to complete the direct practice series. This foundational course provides the basic knowledge and skills for MSW-512: Direct Practice II curriculum. Using a generalist practice perspective, this course introduces students to the basic principles of Motivational Interviewing (MI) and how it is applied to individuals and families. Essential values, concepts and ethical considerations as they pertain to generalist social work practice are explored.

■ Prerequisite: MSW-504

MSW-506: Policy I: Social Welfare and Social Policy
3 Credits (Theory 3) – 48/0/0/3

This course is one of two required to complete the policy series. This course provides students with a foundational understanding of social welfare policies and programs in the United States and the historical and contemporary forces that have shaped their development. In addition to providing students with a rich understanding of policy and policy reform, this course introduces students to core policy concepts and analytic skills needed to further the achievement of social work goals regarding social policies and programs. This course also reviews the development of the social work profession and its influence on social welfare policies through advocacy, social action, research and social reform.

■ Prerequisites: None

MSW-507: Research Methods & Applications
3 Credits (Theory 3) – 48/0/0/3

This course develops knowledge and skills needed for using research evidence to inform practice and policy. Topics covered include key research methods and statistics, program evaluation concepts and critical thinking skills related to making professional decisions about research information. Students develop experience in analyzing research and its use within specific practice contexts and with diverse individuals, families and communities.

■ Prerequisites: MSW-504

MSW-508: Foundation Field I
4 Credits (Theory 1, Fieldwork 3) – 16/0/250/4

During this first foundation course, students are expected to complete 250 hours of supervised fieldwork experience at an approved social work agency/organization. Students will apply general social work competencies to work with individuals, families, groups and communities. Fieldwork culminates with a student evaluation completed by the field instructor.

■ Prerequisites: MSW-504, MSW-505, MSW-506, MSW-511, MSW-512

MSW-509: Psychopathology
3 Credits (Theory 3) – 48/0/0/3

This elective course covers the domain of psychopathology as it is represented in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. This course is designed to provide students with extensive knowledge of psychological, emotional and mental illnesses within the context of pathology and persons in environment (PIE). Students will be educated about the types and causes of mental disorders, their assessment, treatment plans, referrals for services, prognosis, related research in psychotherapy and prevention. The legal, ethical, and cultural issues related to psychopathology, behavior of mental health professionals and society will be deliberated. Students will be prepared to engage in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Upon successful completion of the course, students will also be prepared to gather and analyze relevant information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan and present it in a form consistent with current practice in the mental health professions. Finally, students will be prepared for diagnosis and treatment planning activities appropriate to a variety of clinical settings.

■ Prerequisites: MSW-517

MSW-510: Foundation Field II
4 Credits (Theory 1, Fieldwork 3) – 16/0/250/4

During this second foundation course, students are expected to complete 250 hours of supervised fieldwork experience at an approved social work agency/organization. Students will apply general social work competencies to work with individuals, families, groups and communities. Fieldwork culminates with a student evaluation completed by the field instructor.

■ Prerequisites: MSW-504, MSW-505, MSW-506, MSW-508, MSW-511 and MSW-512

MSW-511: Social Work in a Multicultural Society
3 Credits (Theory 3) – 48/0/0/3

This is a foundation course in which students engage in in-depth discussions and discourse in areas of race, ethnicity, socioeconomic status, class, culture, religion, gender, sexual orientation and power and privilege. Students will explore the meaning and value of such concepts as culture, ethnicity, bias and cultural competence as they relate to various psychological issues. While engaging in personal reflection and introspection, students will deconstruct the role of power and privilege and its impact on oppression and marginalization of clients and communities. At the completion of this course, students will understand the importance of social workers developing competence in providing evidence-based contextually and culturally relevant assessments and interventions for individuals, families, groups and communities.

■ Traditional Option Prerequisite: MSW-504

■ Advanced Standing Option Prerequisites: MSW-514

MSW-512: Direct Practice II (Families, Groups, Communities, Organizations)
3 Credits (Theory 3) – 48/0/0/3

This course completes the direct practice sequence. This course exposes students to advanced principles of Motivational Interviewing (MI) and teaches students how to apply these principles to complex problems and scenarios involving, families, groups, communities and organizations. Students in this course will concentrate on the application of evidence-based practice theories and group work models consistent with MI and ecological perspectives. Using MI as it theoretical base, students will demonstrate clinical practice skills in the assessment, intervention and evaluation of family systems and groups. This course will focus on the influence of social work professional values in working with families and on group work practice. At the completion of this course, students will be prepared to demonstrate knowledge, values, skills and cognitive and affective processes relating to direct practice with families, groups, communities and organizations. Students will complete an immersion experience at the end of this course.

■ Traditional Option Prerequisites: MSW-505

■ Advanced Standing Option Prerequisite: MSW-514

MSW-513: Policy II: Social Policy and Social Justice
3 Credits (Theory 3) – 48/0/0/3

This course completes the policy sequence. This advanced course explores social legislation affecting disadvantaged persons, communities, families and systems. The course has two basic purposes. The first is to provide students with a historical and contemporary understanding of governmental policy and its relationship to poverty, oppression and social justice. The second aim is to develop an appreciation and understanding of the range of social work involvement in the policy/legislative process through advocacy and policy reform.

■ Traditional Option Prerequisite: MSW-506

■ Students electing to enroll in the Medical Social Work Track: MSW-504, MSW-505, MPH-503

■ Advanced Standing Option Prerequisite: MSW-514

MSW-514: Human Behavior II in the Social Environment II
3 Credits (Theory 3) – 48/0/0/3

This advanced course is designed to prepare students for clinical social work practice that reflects an advanced understanding of life-span development and socio-psychological identity development in individuals, families, groups and communities. Throughout this course, students will use their learning around life-span development and socio-psychological identity development to understand human behavior and, particularly, individual and family functioning within the environmental context. With an emphasis on ethical practice in social work, this course gives students the opportunity to use this information to inform their assessments, evaluations, interventions and advocacy for their clients.

■ Prerequisites: MSW-504 or admission to the Advanced Standing Option

MSW-515: Advanced Social Work Research
3 Credits (Theory 3) – 48/0/0/3

This advanced course builds knowledge and skills for systematically evaluating programs and practice. It enhances effective and ethical social work practice by teaching skills necessary to design, implement, and empirically assess intervention with clients and programs. Previously acquired research knowledge is built upon for elaborating on the conceptual, methodological and administrative aspects of evaluation research. This course is designed to cover hypothesis testing in the behavioral sciences, building on concepts learned in a research methods course. The logic, assumptions, computation and interpretation of inferential statistics will be covered, including one-sample, related-samples, and independent-samples t-tests; one-way and two-way ANOVA; correlation and bivariate regression; and non-parametric procedures. In addition to the logic of hypothesis testing, this course will integrate SPSS as a tool for data management and hypothesis testing.

■ Traditional Option Prerequisite: MSW-507

■ Advanced Standing Option Prerequisites: MSW-514

MSW-516: Advanced Social Work Theory Across Systems
3 Credits (Theory 3) – 48/0/0/3

This is a theory course designed to advance students' understanding of human development, family and family structure, aging and elder care, social issues such as addiction, mental illness, poverty and inequality, and policy development and analysis, inclusive of non-Western theoretical perspectives (e.g., African-Centered practice, global perspectives, etc.). This course is designed to increase students' awareness and use of research-supported theories of social work to guide their practice with all clients. The course will emphasize a strengths perspective of empowering vulnerable persons, groups and communities to address their needs.

■ Traditional Option Prerequisites: MSW-500, MSW-501, MSW-504, MSW-505, MSW-506, MSW-507, MSW-508, MSW-510, MSW-511, MSW-512

■ Advanced Standing Option Prerequisite: MSW-500, MSW-511, MSW-514

MSW-517: Advanced Practice Skills Across Systems
3 Credits (Theory 3) – 48/0/0/3

This is a practice course designed to introduce students to social work practice from non-Western traditions (e.g., African-Centered Practice, global perspectives, etc). Practice skills, methods and techniques from other countries, cultures and traditions will be explored and practiced in virtual role plays, case scenarios and through the immersion experience attached to the course. Non-Western traditional values that undergird practice approaches will be examined, applied, and compared to those learned in previous course work. The course will emphasize a strengths perspective to empower vulnerable persons, groups and communities to address their needs.

Students will complete an immersion experience at the end of this course.

■ Traditional Option Prerequisite: MSW-500, MSW-501, MSW-504, MSW-505, MSW-506, MSW-507, MSW-508, MSW-510, MSW-511, MSW-512, MSW-514, MSW-515

■ Advanced Standing Option Prerequisite: MSW-500, MSW-511, MSW-514

MSW-520: International Social Work
3 Credits (Theory 3) – 48/0/0/3

This elective course introduces students to social work globally and/or transnational work in the United States or abroad through an understanding of the major theories of individual and family functioning that encompass biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention will be paid to the role that culture and cultural identity play in human development and contextual factors that define what is considered "normal" behavior. Students will be exposed to central concepts and core ideas of theories that provide the conceptual base for many tools of intervention utilized in international social work as well as with refugee, immigrant and migrant individuals and families at the local level.

This course will also focus on international crises and responses caused by natural and human disasters. These include hurricanes, earthquakes, cyclones, mass shootings and terrorist attacks.

■ Prerequisite: MSW-511

MSW-521: Social Work Response
to Mass Violence and Disasters
3 Credits (Theory 3) – 48/0/0/3

This elective course is designed to provide students with advanced learning opportunities intended to increase students' knowledge of how to apply different theories and intervention strategies to the social work assessment and response to mass violence and disaster. Crisis theory, used to guide crisis intervention and response to traumatic events, in addition to prevention and preparedness among diverse groups and communities, will be studied. Multiple conceptualizations of exposure to natural disasters will be discussed, ranging from acute to chronic, complex and long-term trauma reactions. The course will explore evidence-based interventions, controversies and emerging areas of practice with various populations who experience trauma across multiple settings. Larger social, cultural and political forces will be considered with regard to how they influence exposure, response and recovery from traumatic events.

■ Prerequisites: MSW-511

MSW-524: Understanding Trauma
3 Credits (Theory 3) – 48/0/0/3

In this elective, students will learn the conceptualization of trauma from cognitive-behavioral, psychodynamic and attachment theory perspectives; neuroscience findings that explain the impact of trauma on brain development will be included. Students will be expected to differentiate between different types of trauma, to identify the impact of trauma on adults and to understand the role of gender, race, ethnicity and culture on individuals' responses to trauma. In the second part of the course, students learn to apply diagnosis, assessment, psychoeducation, stress management and affect regulation, and emotional processing (systematic desensitization, exposure, Eye Movement Desensitization and Reprocessing [EMDR], and narration) as core treatment components. The course will include the applications of trauma therapy to selected groups, including adult survivors of complex post-traumatic stress disorder (PTSD) such as sexual abuse, combat trauma, and survivors of acute incident trauma.

■ Prerequisites: MSW-511

MSW-525: Trauma Treatment for Children and Adolescents
3 Credits (Theory 3) – 48/0/0/3

This elective course will introduce students to the core concepts (general theory and foundational knowledge) that inform evidence-based assessment and intervention with children, adolescents and families who are traumatized. Trauma is broadly defined and includes children and adolescents exposed to traumatic events including, but not limited to, natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g., family violence, intimate partner violence) and other traumatic events from a domestic and international perspective. The course will highlight the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes.

■ Prerequisite: MSW-511

MSW-526: Mindfulness and Stress –
Understanding the Breaking Points
3 Credits (Theory 3) – 48/0/0/3

This elective course is a part of the trauma cluster and teaches students principles and techniques of mindfulness in a practice setting. Psychological, physiological and sociocultural aspects of stress will be taught in this advanced clinical methods course. In addition, traumatic stress, attachment behaviors and changes in brain structure will be addressed in the first part of this course. During the second part, selected stress management techniques will be explored cognitively and experientially.

■ Prerequisite: MSW-511

MSW-527: Assessment of Childhood Mental
Health Disorders and Treatment
3 Credits (Theory 3) – 48/0/0/3

This elective course is designed to provide the students with knowledge of the major forms of cognitive, emotional and behavioral illnesses impacting children and adolescents, as well as best available treatment options. Students will be prepared to conduct comprehensive assessments, leading to valid diagnosis. Upon successful completion of the course, students will be expected to gather and analyze relevant information, make accurate diagnoses based upon that information and assess positive and negative factors affecting treatment decisions. Students will also be expected to develop an appropriate and contemporary treatment plan and present it in a form consistent with current practice in the mental health professions. At the conclusion of the course, students will be expected to identify and diagnose various disorders germane to children in diverse communities and ethnic groups.

■ Prerequisite: MSW-511

MSW-528: Medical Social Work I
3 Credits (Theory 3) – 48/0/0/3

This elective course is the first of the Medical Healthcare Cluster that students take to advance their skills, knowledge and understanding of medical social work. This course is designed to provide students with an advanced understanding of the roles and competencies of social workers in medical settings. Students will enhance their knowledge of medical treatment teams, health policy issues and resources available to individuals and families affected by illness. Students will explore culture and religion/spirituality and their effects on health outcomes and access to healthcare. Students will also learn about legal issues implicated in the provision of medical social work services including HIPAA and end-of-life care. At the end of this course, students should understand ethical practices related to medical social work. Students will also explore differences in healthcare settings to include hospice, hospitals, inpatient and outpatient clinics, and contemporary methods of using technology to treat and care for patients.

■ Prerequisite: MSW-511

MSW-529: Medical Social Work II
3 Credits (Theory 3) – 48/0/0/3

This elective course is the second of the Medical Healthcare Cluster that students take to advance their skills, knowledge and understanding of medical social work. The course is designed to introduce students to healthcare services through the paradigm of social work by providing students with knowledge and skills for supporting vulnerable populations, including individual clients, patients and families. Using a person-in-environment framework, students will acquire knowledge of acute, chronic and terminal illness; disabilities and other health related issues germane to healthcare settings. In addition, students will extend their knowledge of support and resources for families around organ transplants; psychosocial aspects of illness and health for individuals and families; support skills for individuals and families around grief and loss and end-of-life decision making. Students will enhance their knowledge of ethical group and individual interventions for these vulnerable populations.

■ Prerequisite: MSW-528

MSW-530: Clinical Practice with the Lesbian, Gay,
Bisexual and Transgendered (LGBT) Community
3 Credits (Theory 3) – 48/0/0/3

This elective is designed to provide students with opportunities to learn about effective assessment and intervention techniques for clients who identify themselves as part of the lesbian, gay, bisexual and transgendered (LGBT) communities. A life span approach will be taken as individual, couple, family and group modalities are discussed. The students' own biases and values will be explored, as well as historical and recent social/political contexts as they impact clinical intervention.

■ Prerequisite: MSW-511

MSW-534: Introduction to Forensic Social Work
3 Credits (Theory 3) – 48/0/0/3

This elective introduces students to practice with victims and defendants in the criminal justice system, child custody, termination of parental rights and divorce mediation in the civil law area, and delinquency in the juvenile court. This course will focus on forensic social work within the criminal justice system.

The purpose of this course is for students to gain familiarity with the structure of the American criminal and civil legal system with an emphasis on those areas relevant to forensic social work, including expert testimony, rules of evidence, risk assessment and management and theories of causation of violence and aggression. The course will also focus on delineating and managing the dilemmas between social work and legal ethics, the social worker's authority and the tension between social work practice and the legal system.

■ Prerequisite: MSW-511

MSW-538: Assessment and Diagnosis
3 Credits (Theory 3) — 48/0/0/3

This elective is designed to provide students with a fundamental background in assessment and measurement, and to prepare students to function in clinical assessment settings. This course will cover topics that give students sufficient background, knowledge and skills to function in the capacity of a clinical social worker in an applied setting, to use assessment instruments in research settings and to construct and evaluate assessment instruments and their application. Students will learn: (1) diagnosis and differential diagnosis, (2) psychometric issues associated with inferring a diagnosis from interview, (3) how to interpret assessment data, (4) cultural and individual differences in psychological assessment and diagnosis, (5) structured diagnostic interviewing, (6) unstructured clinical interviewing, (7) assessment of suicide risk and mental status, (8) psychometric principles in assessment and (9) historical and contemporary issues with testing and assessment.

■ Prerequisites: MSW-504, MSW-505

MSW-550: Advanced Practicum I
4 Credits (Theory 1, Fieldwork 3) — 16/0/250/4

During this first part of the advanced MSW fieldwork cluster, students are expected to complete 250 hours of supervised fieldwork experience at an approved social work agency/organization. This course provides students the opportunity to discuss practice situations, professional development issues, the relationship of field to classroom learning and skills necessary for effective practice. Students will apply classroom knowledge to activities and interventions serving individuals, families, groups and communities. Fieldwork culminates in a written report describing the students' area of study. The report includes the student's reflection on the experience and conclusions.

■ Traditional Option Prerequisites: MSW-504, MSW-505, MSW-506, MSW-507, MSW-508, MSW-510, MSW-511, MSW-512, MSW-516, MSW-517

■ Advanced Standing Option Prerequisites: MSW-514, MSW-516, MSW-517

MSW-551: Advanced Practicum II
4 Credits (Theory 1, Fieldwork 3) — 16/0/250/4

During this second part of the advanced MSW fieldwork course, students are expected to complete 250 hours of supervised fieldwork experience at an approved social work agency/organization. This course builds on the experiential learning in MSW-550: Advanced Practicum I and continues the application of classroom knowledge. This course provides students the opportunity to discuss practice situations, professional development issues, the relationship of field to classroom learning and skills necessary for effective practice. Students will focus on more complex, micro, mezzo and/or macro learning in diverse community social service agencies/facilities. Fieldwork culminates in a written report describing the students' area of study. The report includes the student's reflection on the experience and conclusions.

■ Prerequisites: MSW-512, MSW-550

Student Academic Standards

Requirements & Procedures

Students must adhere to the program option requirements and academic regulations set forth by Chamberlain. To ensure successful completion within an allowable timeframe, students may not enroll in multiple degree programs simultaneously. Students are strongly encouraged to maintain continuous enrollment and complete their program of study. Failure to maintain continuous enrollment may result in an inability to enroll in a required course due to space restrictions.

LOCATION & CHANGE OF ADDRESS

Chamberlain considers a student's mailing address to be their location in order to fulfill requirements related to providing information about professional licensure as required by Title IV regulations.

Students are obligated to formally notify Chamberlain of their new location by updating their mailing address anytime their location changes. To formally update your mailing address, contact your student support advisor.

Students in programs which lead to professional licensure whose location changes to a different state are encouraged to contact Chamberlain to determine how that change in location may impact their ability to continue to receive Title IV funding and obtain professional licensure in their new state.

NURSING LICENSURE REQUIREMENTS

Chamberlain is committed to preparing graduates for professional nursing practice. To achieve this goal, students in post-licensure and graduate programs are expected to maintain RN licensure throughout the entire program of study as a professional best practice and to comply with state Nurse Practice Acts. Before entering any clinical/practicum courses, students must demonstrate proof of current, active, unrestricted license to practice as a Registered Nurse in the state where the student will conduct their clinical(s)/practicum(s). Students who fail to maintain an active, unrestricted license throughout their clinical/practicum courses do not meet the clinical/practicum requirements and cannot progress.

REGISTRATION

Students can register by contacting their student support advisor. In some locations, students can also register through the **My Chamberlain** experience. If registering through the student portal experience, students should reference the graduation plan provided by their student support advisor to ensure enrollment in the appropriate coursework. It is the student's responsibility to inform their student support advisor of any changes in registration. Many locations have a registration deadline. Please contact a student support advisor for more information. When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator.

Campus-based, pre-licensure students[*] may not enroll in more than one clinical or practicum nursing course during any session. Before entering any clinical/practicum courses, students in post-licensure and graduate programs must demonstrate proof of current, active, unrestricted license to practice as a Registered Nurse in the state where the student will conduct the clinical(s)/practicum(s). Students who have an outstanding balance, outstanding library books or fines, incomplete clinical compliance documentation, or who are deficient in other requirements of Chamberlain may be prevented from registering for classes or denied access to classes, thereby delaying or preventing completion of the program. Students may only enroll in courses that are available in their program of study. Please see the Program Details section of the catalog for a complete list.

[*] Does not apply to students enrolled in the BSN online option.

For enrollment prior to the September 2020 session:

Students transferring credit for fundamentals, pharmacology and/or health assessment will be required to take the standardized subject matter exam for that course. If the standardized assessment is not completed by the deadline, students will be restricted from enrolling in subsequent nursing course/s until those requirements have been met. Students who received transfer credit for NR-226: Fundamentals – Patient Care, must complete the course-associated standardized assessment prior to registering for their first clinical nursing course. Students who received transfer credit for NR-292: Pharmacology II or NR-293: Pharmacology for Nursing Practice and/or NR-304: Health Assessment II, must complete the course-associated standardized assessment prior to registering for NR-324 or NR-329: Adult Health I. In addition, students will have one attempt to earn a 76 percent conversion score in the Fundamental Patient-Care, Health Assessment and Pharmacology standardized. Students who do not achieve a successful score on the assessments must complete a content enhancement plan with the Center for Academic Success (CAS) personnel prior to registration of a 300 level clinical nursing course. These scores will not have any positive or negative effect on the transfer credit.

For enrollment into the September 2020 session and beyond:

In order for transfer credit to be awarded for NR-226: Fundamentals – Patient Care and/or NR-291 Pharmacology I and/or NR-292: Pharmacology II and/or NR-293: Pharmacology for Nursing Practice, students will be required to take the standardized assessments for that course. Students transferring credit for NR-224: Fundamentals-Skills[*] and/or NR-302: Health Assessment I, NR-304: Health Assessment II or NR-306: Health Assessment[**] will need to complete a standardized assessment and a comprehensive skills checklist. Students will have one attempt to earn a passing score. Standardized assessments and comprehensive skills checklists will be required to be completed prior to the pre-enrollment appointment. Students who do not achieve a passing score on the assessment(s) or checklist(s) will not receive transfer credit for the corresponding course.

[*]   Previously completed or transferred nursing coursework for NR-224 is not applicable to students enrolled in the BSN online option.
[**] For BSN online option only.

MASTER OF SOCIAL WORK (MSW) LICENSURE

At the completion of the MSW degree program, students are eligible to seek licensure in their respective state according to the state's standards and regulations. The minimum academic credential required to obtain licensure to practice as a social worker in most states is a Master of Social Work (MSW) from a program accredited by the Council on Social Work Education (CSWE). Licensing requirements vary by state and may include additional criteria. It is important that you understand what is required by the state in which you will ultimately practice.

Chamberlain limits student enrollment to states where our Master of Social Work degree program is approved to ensure the program meets the state's education requirement for licensure.

Your state may have requirements in addition to graduating from an accredited MSW degree program. We recommend visiting your state professional licensing board website for details specific to your state.

State-specific social work licensure and certification requirements, including education requirements, exam requirements, reciprocity licensure information and professional organization contacts, are available at **socialworklicensure.org**

COURSE AVAILABILITY

Not all programs and program options are offered in all states and locations and some courses may not be offered every session. In order to complete their program, some students may be required to take coursework online or at another location in close proximity to their home campus. Other course restrictions may apply by location.

The option to take coursework online may be restricted for some courses, program options or home campuses. Campus-based pre-licensure BSN students who register for online nursing courses may be required to take their unit exams and final exams on campus, in a proctored environment. To ensure compliance with state regulations, students are discouraged from changing course sections after initial registration. In addition, students may be subject to administrative course section moves at the discretion of Chamberlain. Check with the appropriate student support advisor regarding course availability and delivery format.

PREREQUISITES & COREQUISITES

When the description for a particular course lists a prerequisite, successful completion of the prerequisite is required prior to enrollment in the desired course. Students who do not successfully complete prerequisite course(s) are administratively dropped from any courses requiring the prerequisite. Students should reach out to Student Services immediately so that Chamberlain can assist in determining if alternative course option(s) are available. A reduction in enrolled hours may affect financial aid eligibility and/or awards. When the description for a particular course lists a corequisite, the corequisite course must be taken prior to or concurrent with the course.

CREDIT HOUR ALLOCATION

The amount of academic work accomplished by a student is expressed in semester credit hours. A semester credit is defined as a minimum of 16 contact hours of lecture or online learning activities with an associated 32 hours of out-of-class student work, 32 contact hours of laboratory, 48 contact hours of clinical instruction/practice/practicum/fieldwork, 24 hours of graduate practicum/applied practice experience for MPH or 64 contact hours of practicum for DNP and 83 hours of out-of-class fieldwork for MSW. Courses with zero academic credits are designed to support student success and therefore are exempt from the Credit Hour Allocation policy.

One contact hour is defined as 50 minutes of attendance in lecture, laboratory, clinical instruction/practice, graduate practicum/fieldwork/applied practice experience or participation in online learning activities. Lab and clinical section credit hours are integrated into the course. Up to five additional contact hours are added per graduate practicum/fieldwork/applied practice experience course for conferencing and documentation.

NOTE: For online learning activities, time-on-task studies have been conducted to ensure credit hour equivalencies. Included in the study are reading levels and time allotments for supplemental readings, PowerPoint presentations, LMS (learning management system) materials, course assignments and interactive requirements such as tutorials and podcasts. Students access class materials accordingly to their own schedule. Faculty guide them through readings and assignments including weekly discussions through electronic posts, giving feedback to student work submitted electronically.

ACADEMIC LOAD

Undergraduate students carrying 12 or more credits in a semester are classified as full-time students. Three-quarter time enrollment is nine to 11 credits in a semester. Half-time enrollment is six to eight credits and less than half-time is one to five credits in a semester. In order to enroll for more than nine credit hours a session in a pre-licensure program, a student must obtain permission from the academic dean or approved designee. In order to enroll for more than 11 credit hours a session or 18 credit hours a semester in an undergraduate post-licensure program, a student must obtain permission from the academic dean or approved designee. Undergraduate F-1 students must maintain at least 12 credit hours per semester with no more than three credit hours taken as an online course and no less than nine credit hours taken as an on-site course. Undergraduate F-1 students must enroll in and attend an on-site course during each eight-week session.

Graduate or doctoral students carrying six or more credits in a semester are classified as full-time students. Three-quarter time enrollment is 4-5.99 credits in a semester. Half-time enrollment is 3-3.99 credits and less than half-time is less than three credits in a semester.

ATTENDANCE POLICY

Attendance and participation is required within all classroom, lab, clinical instruction (including simulation), practice, practicum and fieldwork. Students must arrive on time and stay for the duration of the classroom or learning activity for synchronous course events, lab and clinical experiences (including simulation, pre- and post-conference/briefing/assignment) in order to satisfy the clinical or lab hours for each course.

Students must successfully complete and satisfy the credit hour requirements, clinical expectations and course outcomes set forth in the course syllabi to achieve all regulatory requirements and obtain satisfactory for each clinical or lab course.

Attendance is tracked for all eight weeks of the session on a course-by-course basis and is recorded daily based on academic events. An academic event for on-site courses is defined by attending scheduled class meetings. An academic event for online courses is defined by submitting a class assignment, participating in threaded discussions or completing quizzes and exams or completing synchronous activities. An academic event for blended courses is defined by attendance in the on-site component or by submitting a class assignment, participating in threaded discussions or completing quizzes and exams in the online component.[*]

* F-1 student attendance for blended courses is defined as physically attending each on-site class meeting. Participation in an online academic event does not constitute as attendance for F-1 students. Withdrawal of course enrollment may lead to the F-1 student not maintaining the minimum full-time enrollment requirements and the student's SEVIS record may be subject to termination.

STUDENT ATTESTATION OF IDENTITY

At this time, all Chamberlain University students are required to attest (acknowledge) their understanding of these policies through an attestation quiz within the Canvas LMS. The Student Attestation is provided in each course every session. Faculty will monitor for completion of the Student Attestation and will encourage completion. Students will not be withdrawn from the course for failure to complete the Student Attestation.

LABORATORY CLASS

Lab time is utilized to practice and master skills to meet criteria that demonstrate completion of course outcomes. Demonstration of nursing skills and/or required competencies must be performed satisfactorily to pass the lab component of the course (see course shell and skills return demonstration forms for criteria).

ADMINISTRATIVE WITHDRAWAL & REQUEST FOR REINSTATEMENT

A student who does not participate in a course for seven consecutive calendar days will be sent an impending attendance dismissal notice advising that they must attend within the next seven calendar days or will be withdrawn from the course. If the student is unable to attend within the next seven consecutive calendar days but wishes to remain in the course, a request may be submitted to the academic dean or approved designee within five calendar days from the date of the notification. A student may only request reinstatement after an attendance withdrawal once per course. A student who has not attended for 14 consecutive calendar days and whose last date of attendance is on or prior to the Sunday of the fifth week of the session will be administratively withdrawn and receive a Withdrawal grade in the course, if they did not request reinstatement.

A student who has not attended for 14 consecutive calendar days and whose last date of attendance falls after the Sunday of the fifth week of the session will not be administratively withdrawn; however, according to federal regulations, may require a federal aid refund calculation to be performed. Students will be encouraged to participate in the course as they will be awarded a final grade. A student who does not attend during the first two weeks of class will be dropped from the course and is precluded from requesting reinstatement.

ACADEMIC STANDARDS

Grading Scale

Chamberlain uses the grading system outlined in the corresponding chart. Grades are posted to the **My Chamberlain** experience the week following course completion. During student orientation, students are advised of this procedure and instructed how to navigate the **My Chamberlain** experience to locate their grades.

A student's Grade Point Average (GPA) is based on a 4.0 scale. It is computed by dividing total quality points by the total credit hours for which grades A, A-, B+, B, B-, C+, C, D or F are received.

All courses completed while enrolled in a Chamberlain program are included in this calculation, with the exception of transitional studies coursework and courses with Hold ("H") grade designators. Transitional studies coursework is included in attempted and earned credit hours, but not in the GPA calculation. Courses with Hold ("H") grade designators are not counted in attempted or earned credit hours for rate of progress, maximum timeframe or grade point calculations. Transfer credits from academic institutions will be accepted for credit only, and are also not included in the GPA calculation.

Semester GPA is calculated at the end of a semester and represents the GPA for work completed in a given semester only. The semester GPA is used to determine eligibility for Dean's List and Honor Roll. The Cumulative GPA (CGPA) is an average for all work completed while enrolled at Chamberlain. Standards of academic progress, graduation honors and degree conferrals are all determined by a student's CGPA.

Nursing, Science and Health Professions Coursework

Undergraduate

Grade designators of "Satisfactory" or "Unsatisfactory" will be issued for clinical and lab components of an undergraduate course. Students who receive an "Unsatisfactory" grade in the clinical and/or lab component of a course are unable to receive a passing grade in the lecture component of that course. If an "Unsatisfactory" grade in the clinical and/or lab component of the course is determined by the withdrawal deadline, the student will be administratively withdrawn and awarded a grade of Withdrawal Failing ("WF") or a Withdrawal ("W") in a science elective course. If an "Unsatisfactory" grade in the clinical and/or lab component of the course is determined after the withdrawal deadline, the student will be administratively withdrawn and awarded a grade of Failing ("F"). If a grade below a "C" is earned in a course or a "D" in a science elective course, the student must repeat all components of the course even if the grade of "Satisfactory" was earned in the clinical or lab. All pre-licensure nursing courses require a 76 percent cumulative weighted average on the core assignments before supplemental assignments are calculated into the grade. An average below 76 percent on the core assignments constitutes failure of the course. Extra credit points are not awarded for nursing coursework. The University does not permit any excused or curved graded activity. Grade designators of A, B, C or F will be issued for graduate clinical courses. If it is determined by the withdrawal deadline that the student is unsatisfactory in a graduate clinical course, the student will be administratively withdrawn and awarded a grade of Withdrawal Failing ("WF").

Each BSN clinical course has a required medication calculation exam, which students must pass in order to successfully pass each course. Students may not administer medications in the clinical setting prior to passing the medication calculation exam for the course. Passing score criteria is listed in each course. Students have three attempts to achieve the passing score by the end of Week 2 of the session. The score on the first attempt only is worth two percent of the final course grade. Scores obtained on subsequent exams are not used in the calculation of the final grade. A student who does not pass the medication calculation exam on the third attempt by the end of Week 2 of the session will be administratively withdrawn and awarded a grade of Withdrawal Failing ("WF").

Graduate

If it is determined by the withdrawal deadline that the student is unsatisfactory in a graduate clinical, practicum, fieldwork and applied practice experience course, the student will be administratively withdrawn and awarded a grade of Withdrawal Failing ("WF"). If it is determined after the withdrawal deadline that the student is unsatisfactory in the clinical, practicum, fieldwork or applied practice experience course, the student will be administratively withdrawn and awarded a grade of Failing ("F"). If a grade below a "C" is earned in a course, the student must repeat the course. This policy also applies to MSW-501.

* California students enrolled prior to September 2017 may have completed NR-227 to fulfill the NR-226 requirement.

Nursing and Health Professions Coursework Grading Scale
For coursework completed prior to September 2017

Grade	Percentage	Quality Points
A	94-100	4.00
A-	92-93	3.75
B+	89-91	3.25
B	86-88	3.00
B-	84-85	2.75
C+	81-83	2.25
C	76-80	2.00
F	0-75	0.00

Nursing**, Science† and MSW Coursework Grading Scale‡
Effective September 2017

Grade	Percentage	Quality Points
A	94-100	4.00
A-	92-93	3.75
B+	89-91	3.25
B	86-88	3.00
B-	84-85	2.75
C+	81-83	2.25
C	76-80	2.00
F	0-75	0.00

MPH Coursework Grading Scale
Effective May 2021

Grade	Percentage	Quality Points
A	93-100	4.0
A-	90-92	3.75
B+	87-89	3.25
B	83-86	3.0
B-	80-82	2.75
C+	77-79	2.25
C	73-76	2.0
C-	70-72	1.75
F	0-69	0

General Education Coursework Grading Scale
Effective September 2017

Grade	Percentage	Quality Points
A	90-100	4.00
B	80-89	3.00
C	70-79	2.00
D	60-69	1.00
F	0-59	0.00

MSN-NP Coursework Grading Scale
Effective January 2018

Grade	Percentage	Quality Points
A	94-100	4.00
A-	92-93	3.75
B+	89-91	3.25
B	86-88	3.00
B-	84-85	2.75
C+	82-83	2.25
C	80-81	2.0
F	0-79	0.0

Grade Designation	Definition
W	Withdrawal After Start of Class (General Education)
WP*	Withdrawal Passing
WF*	Withdrawal Failing
AU	Audit
I	Incomplete
S	Satisfactory
U	Unsatisfactory
T	"T" proceeded by a letter grade indicates transfer credit
IP	In Progress
H	Hold***

*   Effective January 2017
**   Effective through December 2017 for MSN-FNP students. A new MSN-NP Coursework Grading Scale took effect January 2018.
*** "H" in use beginning March 2020
†   Science elective courses follow the General Education Coursework Grading Scale.
‡   MPH coursework grading scale from September 2017-March 2021

Incomplete

A student faced with extenuating circumstances after they have successfully completed 75 percent of a course may request a grade of Incomplete (I). If the instructor approves the request, an Incomplete Grade Form will be signed by both the instructor and the student. Incompletes must be resolved by Friday of the sixth week after the end of the course, unless otherwise specified in the Incomplete Grade Request. A grade will be computed at the time the deadline expires. A student should attend through the end of the course, even when a grade of an "I" will be issued. Failure to attend through the end of the course may result in a federal refund calculation.

For purposes of evaluating satisfactory academic progress, grades of "I" are counted in attempted hours but are not used in any GPA calculations. When the "I" is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA and academic standing are recalculated for that session. The final grade for the course may impact the academic standing. If the recalculation of academic standing results in an academic dismissal, the student is no longer eligible for Title IV HEA program funds. If the student is enrolled after an incomplete results in an academic dismissal, the student is not eligible to receive Title IV aid for those credit hours. For currently enrolled courses, if the incomplete is not resolved by Friday of the sixth week after the end of the course, or if the incomplete results in an academic dismissal, the student will be dropped and tuition will be reversed. Please note any bookstore return deadlines may impact student's ability to return books and supplies. When necessary a federal refund calculation will be performed.

In addition, a student who has been dismissed for failing to meet standards of academic progress may appeal for reinstatement. Due to the potential impact of an incomplete grade on academic progression and financial aid status, it is highly recommended that a student support advisor is consulted prior to making this request. For more information on academic standards and financial aid status, please contact your student support advisor.

A grade of "I" in a prerequisite course does not satisfy the course requirement; thus, the student is administratively dropped from any course for which the prerequisite course was required. A reduction in enrollment hours may affect financial aid eligibility and/or awards. A degree cannot be conferred until all incomplete coursework has been graded. When a grade of "I" is changed to a letter grade that results in the completion of graduation requirements for a student, the degree will be awarded on the official conferral date immediately following the change of the incomplete grade to a letter grade.

Course Audit

Students who wish to audit a lecture component of a course must receive approval from the academic dean or approved designee prior to the beginning of the session. Tuition is charged for audited courses; however, financial aid may not be applied. Thus, changing to audit status may affect financial aid awards. Audited courses are not counted toward degree requirements. Evaluation, class participation and attendance are not required. Not all courses are eligible for audit status. The ability to audit a course is contingent upon seat availability. Students who have audited a course may not subsequently take the course for credit.

Withdrawal

It is the student's responsibility to notify their student support advisor if they wish to withdraw from a course(s). A Withdrawal ("W") is recorded when the student withdraws after the drop period but prior to the last day to withdraw from the course. A Withdrawal Passing ("WP") grade is recorded for science, nursing and health professions courses when the student is passing the course at the time the withdrawal is requested. A Withdrawal Failing ("WF") grade is recorded for science, nursing and health professions courses when the student is failing the course at the time the withdrawal is requested. Hold ("H") grade designators may be awarded to students who were not able to complete a course. These credits do not count toward earned hours for rate of progress, maximum timeframe or grade point average calculations. If a student participates in the course after a request for withdrawal has been submitted, the request to withdraw will be voided and the student will remain enrolled in the course. A reduction in enrolled hours may affect financial aid eligibility and/or awards. Students who withdraw from a course will be considered for a tuition refund under the tuition refund policy. Students completely withdrawing from the institution, even during the drop period, will receive a Withdrawal grade in the course(s) and will be dropped from all future registrations. For purposes of evaluating satisfactory academic progress [excluding Hold ("H") grade designators], a withdrawn course is counted in attempted hours but is not used in any GPA calculations. A withdrawal from a course may impact academic standing.

Students who withdraw from a course should be aware that re-enrollment in that same course in a future session is subject to availability. A student who has failed the clinical or lab component of a nursing course by the withdrawal deadline, or who has failed all allowed attempts of the medication calculation examination, will be administratively withdrawn and awarded a grade of Withdrawal Failing ("WF").

Please see the Academic Calendar to determine the last day to withdraw from a course at chamberlain.edu/calendar.

Course Repeat Policy

Undergraduate and graduate students should be aware that repeated coursework may impact a student's veterans' educational benefits and ability to qualify for Title IV funding. Please contact your student support advisor for more information.

If a grade below a "C" is earned in a nursing, science or health professions course or if a grade below a "D" is earned in a general education or science elective course, the student must repeat the course.

Once a repeated course is successfully passed, the GPA for the term the course was initially taken will recalculate; however, the academic standing will not be adjusted. If the second attempt results in the same failing grade, the second failure is excluded from the term and CGPA calculations but may impact academic standing for coursework completed prior to September 2020. If the second attempt results in the same failing grade, the first failure is excluded and second failure is included in the term and CGPA calculations and may impact academic standing for coursework completed in September 2020 or later.

Students may be allowed to repeat a passed course in order to improve their GPA or to meet re-entry requirements. The highest grade is computed in the credit hours completed and CGPA for coursework completed prior to September 2020. The most recent attempt is computed in the credit hours completed and CGPA for coursework completed in September 2020 or later.

SEMESTER HONORS FOR UNDERGRADUATE PROGRAMS

Dean's List & Honor Roll

Chamberlain has established a Dean's List and Honor Roll to recognize academic achievement. These lists are prepared at the end of each student's semester/SCP in order to recognize exceptional scholastic achievement. Full-time students with a semester GPA of 3.5 or above are eligible for the Dean's List. Full-time students with a semester GPA between 3.0 and 3.49 are listed on the Honor Roll. Students who earn a grade of "D," "F," "WF" or "I" in one or more courses, including transitional studies coursework, will not be eligible for honors during that semester. For the purpose of semester honors, transitional studies coursework does not count toward full-time status. The official semester honors will be notated on the student's transcript.

STANDARDS OF ACADEMIC PROGRESS

Students must demonstrate satisfactory academic progress toward completing their degree program. Satisfactory academic progress is evaluated at the end of each student's semester and is measured by the following standards:

Grade Point Average

Undergraduate Degree Program: In order to be in good academic standing, a student must maintain a Cumulative Grade Point Average (CGPA) of 2.0 or higher on a 4.0 scale. If at the end of an enrolled academic semester the CGPA is below 2.0, the student is placed on academic and financial aid warning. If the student has a CGPA below 2.0 in any two enrolled semesters, the student is dismissed and is ineligible for Title IV HEA program funds.

Graduate Degree Program: In order to be in good academic standing, a student must maintain a Cumulative Grade Point Average (CGPA) of 3.0 or higher on a 4.0 scale. If at the end of an enrolled academic semester the CGPA is below 3.0, the student is placed on academic and financial aid warning. If the student has a CGPA below 3.0 in any two enrolled semesters, the student will be dismissed and is ineligible for Title IV HEA program funds.

For both undergraduate and graduate students academic standing is based on the official academic record at the time the standing was calculated. If a grade is changed, including resolving an incomplete, the final grade for the course may impact the academic standing. Satisfactory/Unsatisfactory and Hold ("H") grade designators are not included in the GPA calculation.

Maximum Timeframe

Credit toward graduation must be earned at a rate that ensures successful program completion within an allowable timeframe. A student may attempt up to 1.5 times the number of credit hours in their current program of study. All credit hours attempted within the level of the student's current program, including transitional studies coursework and transfer credit, are used in this calculation. Withdrawals, repeated courses and incompletes are counted in attempted hours. Dropped courses and courses with Hold ("H") grade designators do not count as attempted hours.

A student who attempts more than 1.5 times the number of credit hours in their program of study will be dismissed and is ineligible for Title IV HEA program funds.

Rate of Progress

Credit toward graduation must be earned at a rate that ensures successful program completion within an allowable timeframe. A student's rate of progress, or pace, is assessed after every semester and is calculated by dividing the total number of hours the student has earned by the total number attempted. Based on the corresponding charts, the student must have completed the specified percentage established for the incremental ranges of attempted credit hours. All credit hours attempted and earned within the level of the student's current program, including transitional studies coursework and transfer credit, are used in this calculation. Withdrawals, repeated courses and incompletes are counted in attempted hours. Dropped courses and courses with Hold ("H") grade designators do not count as attempted hours. For the purpose of calculating maximum timeframe, a grade of "D" in a nursing or science course is included in the earned hours. For more information on how Satisfactory/Unsatisfactory grade designators are integrated into a course's final grade, see the Grading Scale section of this catalog.

A student who fails to maintain the minimum rate of progress toward graduation is placed on an academic and financial aid warning. If the student fails to maintain the minimum pace in any subsequently enrolled semester, the student is dismissed and is ineligible for Title IV HEA program funds.

Undergraduate Degree Programs:

Cumulative Attempted Credit Hours		Pace Must Be At Least
From	**To**	
0.1	15	10%
15.1	30	40%
30.1	60	60%
60.1	999	66.6%

Graduate and Doctorate Degree Programs:

Cumulative Attempted Credit Hours		Pace Must Be At Least
From	**To**	
0.1	9	10%
9.1	15	40%
15.1	27	60%
27.1	999	66.6%

Graduate Certificates:

Cumulative Attempted Credit Hours		Pace Must Be At Least
From	**To**	
0.1	6	30%
6.1	999	66.6%

ADDITIONAL ACADEMIC STANDARDS

For Students Enrolled Prior to January 2017

In addition to GPA and maximum timeframe, Chamberlain has established additional academic standards that are assessed after every session. Failure to meet these standards will also result in dismissal from Chamberlain.

Undergraduate Degree Program:

- A grade of an "F" in any two clinical nursing courses.

- A grade of an "F" in any three nursing courses (clinical, practicum and/or non-clinical).

- Two or more unsuccessful attempts ("W," "WP," "WF" or "F") in a repeated nursing course.

- Two or more unsuccessful attempts in a repeated science* ("D," "W," "WP," "WF" or "F") or transitional studies ("W" or "F") course (undergraduate only).**

* Does not apply to science elective courses.
** Prior to September 2017, a "D" was considered an unsuccessful science grade.

Graduate Degree Program:

- Two or more unsuccessful attempts ("W," "WP," "WF" or "F") in a repeated nursing course.

- Failure to achieve a grade of "B" or higher in NR-500 or NR-500NP (RN-BSN to MSN option only). The student may still be eligible to complete the RN to BSN option.

For Students Enrolled January 2017 and After

In addition to GPA and maximum timeframe, Chamberlain has established additional academic standards that are assessed after every session. Failure to meet these standards will also result in dismissal from Chamberlain.

Undergraduate Degree Program:

- Two unsuccessful attempts ("WF" or "F") in any combination of nursing courses.

- Three unsuccessful attempts in any combination of science* ("D," "WF" or "F") or nursing ("WF" or "F") courses.**

- Two or more unsuccessful attempts ("F") in a repeated transitional studies course.

* Does not apply to science elective courses.
** Prior to September 2017, a "D" was considered an unsuccessful science grade.

Graduate Degree Program – Nursing:

- Two unsuccessful attempts ("WF" or "F") in any combination of nursing courses.

- Failure to achieve a grade of "B" or higher in NR-500* (RN-BSN to MSN option only). The student may still be eligible to complete the RN to BSN option.

* NR-504/510 for RN-BSN to MSN option students prior to March 2018.

Graduate Degree Program – Health Professions:

- Two unsuccessful attempts ("WF" or "F") in any combination of courses

ACADEMIC WARNING

Academic warning results when a student fails to maintain satisfactory academic progress. While on academic and financial aid warning status, students may continue to take courses at Chamberlain and remain eligible to receive Title IV HEA program funds.

A student may be placed on academic warning only once while enrolled in any Chamberlain program or program option within the same degree level. Failure to meet satisfactory academic progress in any subsequent semester will result in dismissal from Chamberlain. A student may be provisionally accepted and placed on academic warning.

Appeal of Academic Dismissal

A student who has been dismissed for failing to meet standards of academic progress may appeal the action by completing an Appeal for Reinstatement form, which is available through your student support advisor. A student may not be enrolled in courses during the appeal process. If the appeal is denied, the student cannot resume studies or re-apply. If the appeal is approved, the student will be reinstated and placed on financial aid probation. A student must meet satisfactory academic progress by the end of that semester, unless otherwise stated in the academic plan. Progress of the plan will be evaluated after the next enrolled semester. Students who re-enroll after the approval of an appeal may be required to complete additional requirements as specified by an academic officer of Chamberlain and adhere to the re-entry requirements prior to resumption or readmission (see Re-Entry Requirements section).* Students who have additional requirements will be placed on a registration hold and will be restricted from enrolling in future sessions until those requirements have been met. For more information on the appeal process, please see the Student Handbook. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid. Failure to meet the conditions of the plan or satisfactory academic progress will result in a second dismissal and the student is no longer eligible for Title IV HEA program funds or veterans benefits. Reinstated students who interrupted their academic studies for six consecutive sessions or more must also request readmission.

* Effective for applicants/students starting or resuming studies for the September 2020 and beyond session in applicable nursing and/or science or science elective courses.

INTERRUPTIONS OF STUDY

Interruption of Study/Withdrawal

Students are strongly encouraged to maintain continuous enrollment and complete their program of study. Students enrolled in graduate programs outside of MSN-NP Specialty Tracks are not required to request a leave of absence if the interruption is less than six consecutive sessions. If the interruption is more than six consecutive sessions, students must follow the steps for a resumption of study. Students who must interrupt studies during a semester or who defer starting the next semester must follow Chamberlain's official withdrawal procedure, which includes completing loan exit counseling. Students who cannot complete required procedures in person should contact a student support advisor as soon as possible.

Leave of Absence – Pre-Licensure, MSN-NP Specialty Tracks & NP Graduate Certificate Programs Only

Pre-Licensure students who choose not to register for two consecutive sessions must request a leave of absence. Graduate students enrolled in an MSN-NP specialty track or the NP Graduate Certificate programs who choose not to register for two consecutive sessions after completing NR-509, Advanced Physical Assessment, must also request a leave of absence. In order for the request to be considered, students must be in good academic standing.

A student who does not register and/or fails to attend classes for two consecutive sessions without an approved leave of absence will be withdrawn from Chamberlain. Requests for a leave of absence must be submitted to the academic dean or approved designee and must include an explanation for the request.

It is the student's responsibility to contact Chamberlain for pre-registration upon return. Failure to pre-register may result in insufficient space in a required course. Students that are approved to continue in an MSN-NP specialty track or the NP Graduate Certification programs must follow all guidelines pertaining to securing their practicum site. The student should contact a student support advisor prior to the leave to determine how the student's financial aid status will be affected by a leave of absence.

The maximum leave of absence a student may take is two consecutive sessions. After two consecutive sessions, the student must return to class or be considered withdrawn. The date of withdrawal will be the last date of class attendance. The student support advisor and academic dean or approved designee will assess the resuming student's academic records to determine whether an alternate plan of study is required. Alternate plans may result in additional coursework requirements and tuition obligations.

Resumption of Study

A pre-licensure student who interrupts their academic studies without an approved leave of absence must request to resume studies. Graduate students enrolled in an MSN-NP specialty track who interrupt his/her academic studies without an approved leave of absence after completing NR-509, Advanced Physical Assessment, must also request to resume studies. The petition must be submitted to the academic dean or approved designee and include an explanation for the interruption.

Any undergraduate or graduate student who interrupts their academic studies for six consecutive sessions or more must request readmission. A person seeking readmission must complete and submit an application for admission and meet all admission requirements in effect at the time of readmission. Students reapplying will qualify for an application fee waiver. If other colleges have been attended since the last Chamberlain enrollment, official transcripts from those colleges must be submitted. Failure to disclose attendance and submit transcripts from other colleges is grounds for denial of readmission or for dismissal. A student's re-admission will be canceled if no subsequent coursework is taken.

Decisions regarding the request to resume or the application for readmission include consideration of the student's previous academic standing at Chamberlain, the reason for interrupting academic studies at Chamberlain and the quality of academic and non-academic experiences following departure from Chamberlain. Readmitted or resuming students are bound by Chamberlain policies in effect at the time of resumption or readmission. Dismissed students must appeal for reinstatement. Pre-licensure students must adhere to the Re-Entry Requirements prior to resumption or readmission (see Re-Entry Requirements section).[*]

Students who return after an interruption of studies should note that course availability may vary. Because program requirements change periodically, the student support advisor and the academic dean or approved designee will assess the returning student's academic records to determine whether an alternate plan of study is required.

Alternate plans may result in additional coursework requirements and tuition obligations. All students must be current in their financial obligations to Chamberlain prior to resuming studies.

* Effective for applicants/students starting or resuming studies for the September 2020 and beyond session in applicable nursing and/or science or science elective courses.

CHANGE REQUESTS

Change in Program or Concentration[*]

An undergraduate or graduate student wishing to change programs at Chamberlain will need to apply to that program as a new student. Admission into one of Chamberlain's programs does not guarantee admission into another program or program option. To request a change of concentration, please contact your student support advisor.

* Availability varies by campus location.

Location Transfer

Undergraduate students currently enrolled and in good academic and financial standing at a Chamberlain campus may request a location transfer to any other Chamberlain campus location offering the same program of study as their current enrollment.* Students can only transfer to a new campus location at the beginning of a semester, unless they have prior approval from the program administrator at the new location. To request a change of location, submit a completed Location Transfer form, which is available through your student support advisor. Chamberlain can deny a transfer request for any reason.

Florida Locations Only: Re-admitted or continuing students who have completed over 75 percent of the Bachelor of Science in Nursing (BSN) degree program, at a campus other than their intended Florida campus, will not be permitted to request admission or transfer to any Chamberlain Florida campus. Students will remain assigned to their home/primary location and follow the process to complete nursing courses at an alternate campus. Degrees will be conferred at the home/primary Chamberlain campus. NCLEX® applications to test will require use of the degree conferral campus school code. Chamberlain may deny a transfer request for any reason.

* Re-admit or continuing pre-licensure BSN campus students are not permitted to transfer to the BSN Online Option. Students enrolled in the BSN Online Option may be permitted to complete their studies at a Chamberlain campus location.

Change of Specialty Track in the MSN or DNP Degree Program

Students enrolled in the MSN or DNP program and in good academic and financial standing at Chamberlain may request a change of specialty track. Program and specialty track approval varies by state. Specialty track changes must be made prior to enrollment in the final course. MSN students wishing to change to a Nurse Practitioner (NP) specialty track must be in good academic and financial standing and must reside in a state where Chamberlain is approved to offer the NP Specialty Track. In addition to the above track change requirements, a provisionally accepted MSN-ST or MSN undeclared student wanting to change tracks or declare an NP specialty track must take the NP assessment. Students who earn a 70 percent or greater on the NP assessment will be placed into an NP course. Students earning less than 70 percent on the NP assessment will be enrolled in NR-545.

Changing specialty tracks may result in additional coursework requirements and tuition and fee obligations. Changing tracks after completing 18 or more credit hours in the program may result in a delayed start of practicum courses if a preceptor and site have not been identified and approved.

To request a change, please contact your student support advisor.

STUDENT RECORDS & TRANSCRIPTS

All materials submitted in support of a student's application, including transcripts from other institutions and related documents, become the property of Chamberlain. During a student's enrollment, Chamberlain maintains electronic records that include admission and attendance information, academic progress, grade information and other relevant student data. Student academic records are maintained permanently. Students who wish to review their files must submit a written request.

Requests for transcripts can be submitted through the **My Chamberlain** portal at **community.chamberlain.edu** or by completing a transcript request form located at **chamberlain.edu/transcripts**.

Unless otherwise indicated in the Enrollment Agreement, Chamberlain retains the right to hold the issuance of transcripts for students who have an outstanding balance, owe library books or fines, fail to return Chamberlain property or for other serious situations, as warranted. Each student will receive one complimentary transcript upon conferral. Any additional copies will cost $5 for each electronic transcript and $7 for each paper transcript. All course attempts will appear on the official transcript.

Enrollment Verification and Program Completion letters can be requested via email to the Registrar's Office at **ccnverifications@chamberlain.edu.**

Graduation & Alumni Association

GRADUATION INFORMATION

It is the responsibility of students to verify eligibility for graduation with their student support advisor. Degree conferral will occur on the official conferral date immediately following the completion of all coursework and other degree requirements.

Graduation Requirements

Graduation candidates must fulfill all financial obligations to Adtalem Global Education and complete loan exit counseling. Failure to complete loan exit counseling may result in a hold on students' records (see Loan Exit Counseling).

Completion of a nursing program does not guarantee the graduate's ability to take the NCLEX-RN®. Authorization to take the NCLEX-RN rests solely with the state Board of Nursing.

Students seeking licensure outside the U.S. should contact the country's nursing regulatory body for requirements and information on practicing as a nurse in their country.

Bachelor of Science in Nursing Degree – 122* curriculum

The student must:

- Complete all required coursework in the degree program of study

- Complete a minimum of 122 credit hours, including 66 credits in nursing for the Bachelor of Science in Nursing degree program, 64 for the RN to BSN option and 56 for the Military to BSN Degree Option*

- Complete 25%** or at least 39 credit hours in residence at Chamberlain for the Bachelor of Science in Nursing degree program, 30 for the RN to BSN option and 48 for the Military to BSN Degree Option

- Achieve a minimum of a "C" grade in each nursing and science*** course and a minimum 2.0 CGPA

* For the RN to BSN option, 123 credit hours, including 65 credits in nursing for students residing in the state of Tennessee enrolled prior to July 2018, Washington residents and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. See your student support advisor for more information.

** Students enrolled in a degree and certificate program above the associate degree level at a Virginia location are required to earn at least 30 percent of the program's required credit hours through coursework completed at Chamberlain.

*** Science elective courses follow the general education coursework grading scale.

Bachelor of Science in Nursing Degree – 126 curriculum (California Only)

The student must:

- Complete all required coursework in the degree program of study

- Complete a minimum of 126 credit hours, including 70 credits in nursing

- Complete 25% or at least 42 credit hours in residence at Chamberlain

- Achieve a minimum of a "C" grade in each nursing and science* course and a minimum 2.0 CGPA

* Science elective courses follow the general education coursework grading scale.

Master of Science in Nursing Degree & Doctor of Nursing Practice Degree

The student must:

- Complete all required coursework in the degree program of study.

- Complete a minimum of 36 credit hours in the MSN degree program, 30 credit hours in the Accelerated MSN option and 37 credit hours in the Accelerated MSN with Clinical Nursing Leadership option, 45 credit hours in the MSN Family Nurse Practitioner and MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Tracks, 48 hours in the MSN Adult-Gerontology Acute Care Nurse Practitioner Specialty Track, 47 credit hours in the MSN Psychiatric-Mental Health Nurse Practitioner Specialty Track, or 40 credit hours in the DNP degree program.

- Complete at least 30 credit hours in residence at Chamberlain in the MSN and DNP degree programs and 24 credit hours in the Accelerated MSN option, 31 credit hours in the Accelerated MSN with Clinical Nursing Leadership option. MSN alumni who graduated from the Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks may return and earn a second MSN in the Family Nurse Practitioner, Adult Gerontology Nurse Practitioner or Psychiatric-Mental Health Nurse Practitioner Specialty Tracks and must complete an additional 30 hours in residence.

- Achieve a minimum of a "C" grade in each graduate course and a minimum 3.0 CGPA.

Accelerated RN to MSN option and Accelerated RN to MSN with Clinical Nursing Leadership option

The student must:

- Complete all required coursework in the degree program of study

- Complete a minimum of 45 credit hours in the Accelerated RN to MSN option and 52 credit hours in the Accelerated RN to MSN with Clinical Nursing Leadership option

- Complete a minimum of 39 credit hours in residence at Chamberlain in the Accelerated RN to MSN option and 46 credit hours in the Accelerated RN to MSN with Clinical Nursing Leadership option

- Achieve a minimum of a "C" grade in each graduate course and a minimum 3.0 CGPA

Certificate Programs – Post-Baccalaureate and Graduate

The student must:

- Complete all required coursework in the certificate program of study.

- Complete a minimum of: 18 credit hours in the Post-Baccalaureate Certificate in Leadership Foundations; 30 credit hours in the Family Nurse Practitioner (FNP) Certificate program; 32 credit hours in the Psychiatric-Mental Health Nurse Practitioner (PMHNP) Certificate program; 33 credit hours in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate program; 30 credit hours in the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate program; 12 credit hours in the Healthcare Policy Certificate program without Practicum; 18 credit hours in the Healthcare Policy Certificate program with Practicum; 12 credit hours in the MSN Nursing Education Certificate program; 18* credit hours in the Nursing Education with Practicum and the Nursing Informatics with Practicum Certificate programs; 9 credit hours in the Nursing Informatics Certificate program; 12 credit hours in the Graduate Certificate in Nursing Leadership program without Practicum; 18 credit hours in the Graduate Certificate in Nursing Leadership program with Practicum; 12 credit hours in the Graduate Certificate in Population Health program without Practicum; 18 credit hours in the Graduate Certificate in Population Health program with Practicum.

- Complete a minimum of: 12 credit hours in the Post-Baccalaureate Certificate in Leadership Foundations; 18 credit hours in the Family Nurse Practitioner (FNP) Certificate program; 20 credit hours in the Psychiatric-Mental Health Nurse Practitioner (PMHNP) Certificate program; 21 credit hours in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate program; 18 credit hours in the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate program; 6 credit hours in the Healthcare Policy Certificate program without Practicum; 12 credit hours in the Healthcare Policy Certificate program with Practicum; 6 credit hours in the MSN Nursing Education Certificate program; 12* credit hours in the Nursing Education with Practicum and the Nursing Informatics with Practicum Certificate programs; 6 credit hours in the Nursing Informatics Certificate program; 6 credit hours in the Graduate Certificate in Nursing Leadership program without Practicum; 12 credit hours in the Graduate Certificate in Nursing Leadership program with Practicum; 6 credit hours in the Graduate Certificate in Population Health program without Practicum; 12 credit hours in the Graduate Certificate in Population Health program with Practicum in residence at Chamberlain.

- Achieve a minimum of a "C" grade in each graduate course and a minimum 3.0 CGPA.

* 15 credit hours for students enrolled prior to March 2017

Master of Public Health Degree

The minimum requirements for graduation from the MPH program are as follows. The student must:

• Complete all required coursework in the degree program of study.

• Complete a minimum of 43 credit hours in the MPH degree program*.

• Complete at least 36 credit hours in residence at Chamberlain in the Master of Public Health degree program.

• Achieve a minimum of a "C-" grade in each graduate course and a minimum 3.0 CGPA.

* 44 credit hours if the student was provisionally accepted. 42 credit hours for students enrolled prior to May 2021.

Certificate Programs – Post-Baccalaureate - Public Health

The student must:

• Complete all required coursework within the certificate program of study.

• Complete a minimum of 16 credit hours of coursework in the Public Health Generalist certificate (17 credit hours if admitted provisionally).* For students enrolled prior to May 2021, 15 credit hours for the Global Health certificate and 18 credit hours of coursework in the Global Health with Fieldwork and the Epidemiology certificates.

• Complete a minimum of 13 credit hours of coursework in the Public Health Generalist certificate (14 credit hours if admitted provisionally).* For students enrolled prior to May 2021, 15 credit hours for the Global Health certificate and 18 credit hours of coursework in the Global Health with Fieldwork and the Epidemiology certificates in residence at Chamberlain.

• Achieve a minimum of a "C-" grade in each certificate course and a minimum 3.0 CGPA.

* Fifteen credit hours for students enrolled prior to May 2021.

Research Requirement

The Master of Public Health program does not require completion of a formal research product (thesis, dissertation or research project). However, an integrative learning experience requirement is part of the final coursework deliverables and is conducted concurrently with the applied practice experience.

Qualifying or Comprehensive Examination

The Master of Public Health program does not require demonstration of a formal qualifying or comprehensive examination. However, multiple course examinations and evidence-based research papers are threaded throughout the Master of Public Health curriculum, and a culminating experience and final e-portfolio are course requirements and deliverables at the end of the program.

Master of Social Work Degree

The student must:

• Complete all required coursework in the program of study

• Complete the minimum required credit hours in the MSW degree program (60 credit hours for Traditional Option or 36 credit hours for the Advanced Standing Option)

• Complete a minimum of 45 credit hours in the Traditional Option and 30 credit hours in the Advanced Standing Option in residence at Chamberlain in the MSW degree program

• Complete all required fieldwork/practicum experiences

• Achieve a minimum of a "C" grade in each graduate course and a minimum 3.0 CGPA

Graduation Honors

In order to be considered for honors at graduation, a graduate of the BSN program must have completed a minimum of 60 credit hours in residence with a CGPA of 3.3. Summa Cum Laude, the highest honor, requires a CGPA of 3.8 or above. Students with a CGPA between 3.5 and 3.79 will graduate Magna Cum Laude, and those with a CGPA between 3.3 and 3.49 will graduate Cum Laude. President's Honors will be awarded to BSN students who graduate with a CGPA of 3.5 or above and have fewer than 60 credit hours in residence. A student who has graduated from a doctorate or graduate degree program must have completed a minimum of 30 credit hours in residence. Doctorate or graduate degree students with a CGPA of 4.0 will graduate with the designation "With High Distinction" and those with a CGPA from 3.85 to 3.99 will graduate with the designation "With Distinction."

All coursework completed (including the last semester of study) will be included in the calculation of graduation honors. The official graduation honors will be notated on the student's transcript.

UNIVERSITY LEARNING COMPETENCIES

Graduates from Chamberlain University will be proficient in the following competencies: care-focused, career readiness, information literacy, leadership, professional communication and equity/inclusivity.

Care-Focused Competency

Undergraduate Outcome Statement	Graduate Outcome Statement
• Demonstrates the concepts of care for self and care and support for colleagues to create a workplace environment of respect, collaboration, collegiality, creativity, productivity, community and teamwork.	• Integrates the concepts of care for self and care and support for colleagues to create a workplace environment of respect, collaboration, collegiality, creativity, productivity, community and teamwork.

Career Readiness Competency

Undergraduate Outcome Statement	Graduate Outcome Statement
• Demonstrates professionalism, integrity, personal accountability and ethical behaviors to assure effective performance within the work setting. • Articulates a commitment to career development, lifelong learning and participation in research and scholarly inquiry to maintain professional competency.	• Integrates professionalism, integrity, personal accountability and ethical behaviors to assure effective performance within the work setting and professional role. • Models a commitment to career development, lifelong learning and participation in research and scholarly inquiry to maintain professional competency.

Information Literacy Competency

Undergraduate Outcome Statement	Graduate Outcome Statement
• Utilizes digital and information technology to assess issues, information and ideas in a logical manner to support informed decision-making and propose meaningful solutions.	• Utilizes digital and information technology to critique issues, information and ideas systematically to support informed decision-making and implement effective solutions.

Leadership/Change Agent Competency

Undergraduate Outcome Statement	Graduate Outcome Statement
• Implements systems-focused, authentic change leadership practices that foster collaboration and inspire others to reach their full potential.	• Models systems-focused, authentic change leadership practices that enhance collaboration and inspire others to reach their full potential.

Professional Communication Competency

Undergraduate Outcome Statement	Graduate Outcome Statement
• Collaborates with interprofessional colleagues to advance health and/or organizational outcomes. • Conveys thoughts and ideas clearly, professionally and effectively in written and oral forms.	• Expresses leadership with interprofessional teams to advance health and/or organizational outcomes. • Communicates thoughts and ideas clearly, professionally and effectively in written and oral forms.

Equity/Inclusivity Competency

Undergraduate Outcome Statement	Graduate Outcome Statement
• Demonstrates openness, inclusiveness, sensitivity and respect with all people. • Advocates for human rights, social justice and health equity at the local, national and/or global level.	• Models openness, inclusiveness, sensitivity and respect with all people. • Advocates for human rights, social justice and health equity at the local, national and/or global level.

Commencement

Students completing graduation requirements are invited to participate in the commencement exercises following completion of their program. For pre-licensure and public health students, commencement exercises are held at least once during the academic year. Post-Licensure commencement exercises are held twice a year. In order to participate in the commencement exercises, a student must have fulfilled all financial obligations to Chamberlain.

Alumni Association

As a Chamberlain graduate, you are automatically a member of the Chamberlain Alumni Association, a dynamic organization committed to lifelong learning, service to the community and the advancement of the nursing profession. For more information, visit **alumni.chamberlain.edu**.

UNDERGRADUATE PROGRAM LICENSURE APPLICATION REQUIREMENTS

Completion of a nursing program does not guarantee the graduate's eligibility to take NCLEX-RN®. Graduates must apply to take the NCLEX-RN by submitting all application materials to the state board of nursing in the state in which they wish to become licensed.

NCLEX-RN exam materials are available on site for the states in which Chamberlain is located. Graduates planning to take the NCLEX-RN exam in another state are responsible for contacting the appropriate state board of nursing to obtain application materials.

Upon request, official transcripts and/or certificates of completion can be issued by the registrar to the state board of nursing after degree conferral.

Student Support

What You Need to Succeed

ACADEMIC SUPPORT

Each Chamberlain location provides a variety of academic support services to both on-site and online nursing students. Support services include academic advisement, nursing laboratories, computer laboratories, library services, tutoring and clinical facilities.

Interaction With Faculty & Administration

The faculty, administration and staff of Chamberlain are committed to providing easy access for students. The administration and faculty make every effort to maintain open communication with students so that students may actively participate in their education. To this end, open forums are held each year on-site and in web chat rooms. On-site faculty maintain weekly office hours for student interaction. In addition, campus faculty are available before and after class for consultation.

Finance & Academic Advisement

Upon acceptance to Chamberlain, each student has access to a student support advisor (SSA). The SSA is the primary point of contact for assisting the student with both financial and academic concerns, as well as, identifying available resources to promote student success. It is the student's responsibility to contact the advisor for any financial or academic concerns and setting appointments with an SSA is encouraged. The student should contact the personnel in the Center for Academic Success (CAS) for additional resources to facilitate success. The SSA and/or faculty may contact a student for identified concerns. Referral for additional services may include personal counseling and/or individual tutoring.

Integrated Curriculum Experience

The Canvas learning management system (LMS) along with the integration of ATI within our curriculum provides for an enhanced Chamberlain student experience. This integrated curriculum experience aligns with our focus and commitment at Chamberlain University to our students' success – both throughout the nursing program but also in being prepared to pass the NCLEX exam to become an extraordinary nurse. We strongly believe that these platforms provide our students with the best tools and resources – in one integrated model and platform – to be most successful. The Canvas learning management system (LMS) provides the following benefits to students:

- **Easy to use and navigate** – easily access your courses and the tools and resources you need most

- **Helpful organization support** – stay on top of your assignments with the to-do list and calendar feature

- **Personalized notifications** – choose how and when you want to be notified about assignments, due date changes, discussion replies and more

Assessment Technologies Institute (ATI) is integrated within all of our pre-licensure Bachelor of Science in nursing courses. Our partnership with ATI aligns with our philosophy of **Chamberlain Care®** – it will complement our curriculum and support you in all that you do to help students succeed. Benefits of ATI Integration within nursing courses include:

- Formative teaching-learning resources embedded in courses

- Early Intervention Programs and Targeted Remediation inside each course

- The Pulse Dashboard – student facing data-driven reinforcement of student progress

Center for Academic Success (CAS)

The CAS provides students with an opportunity to enlist the services of peer and professional tutors for assistance with course content in both nursing and general education courses. Tutors can provide resources for academic support, advice on how to study and insight into particular classes. The CAS also holds study sessions when requested for nursing and general education topics, such as chemistry/microbiology, pharmacology and algebra.

Early Alert Program

Identifies students who are experiencing academic performance issues early to proactively address issues and help increase student success.

Perspectives – Student Assistance Program

The Perspectives student assistance program is a 24/7, complimentary, confidential support program for Chamberlain students, their family members and significant others.

Through the Perspectives program, Chamberlain students, their family members and significant others can receive assistance with issues such as:

- **Emotional Support:** Stress management, anxiety, depression, grief and family/relationship issues

- **Academic Support:** Testing-taking skills, study tips, tutors and study assistance, skill building, time organization

- **Student/Life Balance:** Financial resources, budgeting, legal resources, child care and elder care resources, career development, workplace training

- **Active Military and Veteran Resources:** Deployment, health and wellness, reintegration support, veteran resources and benefits

To learn more about the Perspectives student assistance program, call **800.456.6327** or visit **features.perspectivesltd.com/l/Chamberlain**

Class Size

Class sizes on average have 25 students but on occasions have seated over 50. Undergraduate campus-based online class sizes are limited to 35 students.

Computer Labs

Each location has at least one computer laboratory or wired classroom where students may study and complete assignments. The internet is available for student use.

Computer labs include networked, PC-compatible computers. Local Area Networks (LANs) provide access to a wide range of software and services.

Labs are accessible at scheduled times during instructional hours and may be available after classes or in open-labs sessions. Students may use labs during unscheduled hours with permission from an appropriate staff member.

Housing

The Perspectives Student Assistance Program can provide assistance to students with their housing needs. Students who need help locating housing or who have problems related to living arrangements should contact a Perspectives specialist by calling **800.456.6327** or visiting **features.perspectivesltd.com/l/Chamberlain**.

Chamberlain is committed to a policy of nondiscrimination in housing, and all housing to which students are referred complies with this policy.

Chamberlain does not have dormitory facilities.

Private Apartments

The Student Housing Office maintains a list of available apartments in the local area of Chamberlain campuses. A security deposit equal to the first month's rent is generally required in advance to reserve these apartments. A rental or credit history may also be required. Leasing terms are established between apartment complexes/owners and students.

Student Plan Housing

Student plan housing provides convenient, affordable housing. Most Chamberlain campus locations offer this option by which apartments are secured and arranged for through Chamberlain. Students using this option submit a reservation fee and form to the Student Housing Office to secure a furnished, shared apartment and all subsequent housing fees are paid to Chamberlain.

Private Rooms

The Student Housing Office maintains a list of available private rooms in private residences. Accommodations vary. Leasing terms are established between property owners and students. Approximate housing costs and other information are available in the housing information packet or from the Student Housing Office. Students who need help locating housing or who have problems related to living arrangements should contact the office.

Library Services

All Chamberlain students have instant access to the most up-to-date collection of digital materials, including: nursing and general education eBooks, periodicals, a large selection of electronic journals, course guides, audiovisual and interactive resources, online subscriptions and other materials. All materials can be accessed through a single, unified search across all resources using Chamberlain's Virtual Learning Resources available at **library.chamberlain.edu.**

For library services and research requests, Chamberlain master's level health sciences librarians are available by phone, chat and email during extended virtual reference hours, including evenings.

Bookstore

Textbooks, uniforms and clinical kits can be ordered online from the Chamberlain Bookstore, accessed at **chamberlain.edu/bookstore** or through Single-Sign On on the **My Chamberlain** portal at **community.chamberlain.edu**. Multiple shipping options are available; orders placed before 2:00 PM ET can be shipped the same day. Purchases can be made with a credit card or billed to the student account.

Career Services

Chamberlain offers a wide range of career development resources to students and alumni including CareerCare, the Chamberlain online career and staffing resource. Through this site, we are connecting our ever-growing and nationwide network of Chamberlain students and alumni with healthcare organizations through degree-related job boards exclusively for Chamberlain. This resource gives students and alumni 24/7 access to manage their career development through self-service guides, tools and resources. In CareerCare, students and alumni have the ability to build their career profile, create and store a resume, search and apply for positions, learn about career events and access career resources. CareerCare and other career development resources are accessible to students and alumni through their student portal experience at **community.chamberlain.edu > Career Services** > Access CareerCare.

In addition to the resources available in CareerCare, Career Services professionals offer students and alumni a variety of services including:

• Career planning and advising

• Resume, cover letter and career document development

• Job search and interview strategies

• Networking tips

• Workshops and career events

• Live webinars on career-related topics

Our commitment to students does not end at graduation. While employment cannot be guaranteed, Career Services professionals are available to work with students throughout their program and after graduation.

Where You Belong

STUDENT ORGANIZATIONS

A variety of services are available to students in order to support and enhance their experiences at Chamberlain. Services and organizations are available to promote a feeling of community and comfort, as well as affording students the opportunity to participate in leadership and decision-making roles.

National Student Nurses Association (NSNA)

Chamberlain students are encouraged to participate in the National Student Nurses Association (NSNA). "NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics and skills that students will need as responsible and accountable leaders and members of the profession." For more information visit, **nsna.org** or contact the faculty advisor at your campus.

Sigma Theta Tau International, Nursing Honor Society – Phi Pi Chapter

Formerly known as the Chamberlain College of Nursing Honor Society, the Phi Pi Chapter of Sigma Theta Tau International (Sigma) Nursing Honor Society was chartered on October 20, 2011. The Phi Pi Chapter of Sigma celebrates scholarship, research and academic excellence of undergraduate and graduate nursing students, as well as the achievements of professional nurses.

Our mission is to support learning, knowledge and professional development of nurses committed to making a difference worldwide. As one of the newest chapters of Sigma, we further our honor society's mission by offering our members the vast resources of one of the most respected nursing organizations in the world.

Phi Pi membership is by invitation only. To qualify, BSN students must complete half of their required nursing curriculum, be in the top 35 percent of their cohort and have a minimum grade point average (GPA) of 3.0. In addition to the preceding criteria, RN to BSN students must complete 12 credit hours at Chamberlain. Graduate students must complete one-fourth of their required nursing curriculum and have a minimum GPA of 3.5. All students must meet the expectation of academic integrity. Nurse leader candidates must be legally recognized to practice nursing in their country, have a minimum of a baccalaureate degree or the equivalent in any field and demonstrate achievement in nursing.

To learn more, visit **chamberlain.edu/honorsociety**.

Phi Alpha Honor Society, Alpha Beta Gamma Chapter

The goal of the Honor Society is the recognition of social work students for their scholarship and excellence within the social work program. As social work's largest honor society, Phi Alpha provides members with benefits such as networking with other social work professionals, volunteer and humanitarian opportunities, access to social work grants and scholarships and national presentation opportunities.

Membership is by invitation to eligible MSW students who demonstrate academic achievement. To qualify, MSW students must complete 37.5% of their graduate curriculum and be in the top 35% of their cohort.

To learn more about the Chamberlain Alpha Beta Gamma Chapter of the Phi Alpha Honor Society, visit **chamberlain.edu/msw**.

Student Government Association (SGA)

Chamberlain welcomes and encourages students to participate in the SGA. The SGA's purpose is to represent the student body and act as a liaison between students and the Chamberlain administration. This is a voluntary organization, and its officers are elected by their peers. Students should contact the SGA advisor on their campus for more information.

Student Advisory Board

The Chamberlain Student Advisory Board provides online students an opportunity to provide feedback regarding classes and educational resources. Students interested in serving on this board should contact their student support advisor for more information.

Chamberlain Committees

Chamberlain welcomes student representation on committees. Program administrator, academic dean and directors appoint representatives to Chamberlain's standing committees. Committee membership provides an opportunity to participate in a review of curriculum, resources, services, facilities and policies. Students who are interested in serving on a committee should contact their SGA advisor or their student support advisor for more information.

TECHNICAL REQUIREMENTS

Sufficient technology and Internet access is required to complete Chamberlain online classes.

The following list will help verify that you are adequately equipped.

- Specific curricula for courses may require additional software purchases. Any additional software requirements will be provided in the syllabi for your courses.

- Computer specifications are reviewed and revised bi-annually to accommodate changes in technology. While every attempt is made to ensure that these specifications satisfy all curricular needs for students completing courses, Chamberlain reserves the right to require upgrades in the event of technology changes. Students will be given 90 days notice before such changes are implemented.

- While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows (preferred) or Mac-based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course. The Help Desk does not provide technical support for tablets, smartphones and other mobile devices at this time.

- Students who need assistive technologies will have different computer and technology requirements. Please check with your student support advisor to determine the requirements for the specific technologies needed to support your online classes.

For questions regarding these requirements, phone the Help Desk at 877.366.9388.

HARDWARE & SOFTWARE REQUIREMENTS

Chamberlain University is highly committed to your success as a student. As a forward-thinking institution, we rely heavily on technology, which is why it is so important that you have the right equipment for your student endeavors. Chamberlain University requires that all students own a laptop/computer and that you have a high-speed Internet connection. Although it is suggested that students obtain the highest quality products available to them, the following are the minimum technology requirements for the programs offered by Chamberlain.

	Minimum	Recommended
Operating System (PC)*	Microsoft Windows 8.1	Microsoft Windows 10
Operating System (Mac)**	macOS X 10.10 (Yosemite)	macOS X 10.15 (Catalina)
Processor	Intel: i5 Processor AMD: Quad Core 2 Ghz	Intel: i7 Processor AMD: Ryzen 3
Graphics	Integrated video card that supports 1024 X 768	Intel HD 3000/GeForce 6800 GT/Radeon X700 or higher that supports 1920 X 1080
Hard Drive	250 GB standard hard drive	250 GB solid state hard drive or greater
Memory	8 GB random access memory (RAM)	16 GB RAM or greater
Networking	Integrated Gigabit Ethernet and Wi-Fi ac/a/n	Integrated Gigabit Ethernet and Wi-Fi ac/a/n
Devices	720p Webcam and Microphone	1080 (HD) Webcam and USB Headset with microphone
Internet Connection***	LAN, cable or DSL connection of 5Mb down/1Mb up	LAN, cable or DSL connection of 10Mb down/5Mb up

*   The Windows version must be a 64 bit OS. Windows 10 S Mode and Windows RT are not supported: support.microsoft.com/en-us/help/4456067/windows-10-switch-out-of-s-mode

** Mac OS 10.10 and newer is supported, but there are some applications that require Windows OS. Be prepared to run a Windows OS instance if you elect to use a Mac system by installing Boot Camp: support.apple.com/en-us/HT201468

*** How to test your computer speed: speedtest.net

Operating System Updates

It is important to ensure that your Windows and/or macOS critical updates remain current. As Microsoft and Apple find weaknesses in their operating systems, updates can be downloaded are posted. These updates can be set to occur automatically. Your Windows and/or macOS updates should be checked on a weekly basis.

- How to update Windows OS: **support.microsoft.com/en-us/ help/4027667/windows-10-update**

- How to update macOS: **support.apple.com/en-us/HT201541**

Mobile Requirements

Course content and technologies can be accessed via mobile devices. Some functionality may not be available via mobile device, so you will also need a laptop/desktop for some online coursework. For the best student experience, the devices below are recommended:

	Android	Apple
Phone	• Minimum: Version 7 and 16Gbs space • **Recommended:** Version 10 and 32Gbs space	• Minimum: iOS 10 and 16Gbs space • **Recommended:** iOS 13 and 32Gbs space
Tablet	• Minimum: Version 7 and 16gbs space • **Recommended:** Version 10 and 32Gbs space	• Minimum: iOS 10 and 16Gbs space • **Recommended:** iPadOS 13 and 32Gbs space

Productivity Tools

- Microsoft Office 365: A complimentary Microsoft Office 365 subscription is available to matriculating students through the **My Chamberlain** portal for as long as you are an active student with the University. You can access and install your Microsoft 365 subscription during Preview Week, which is the week prior to the start of each term.

- Instructions on how to obtain MS Office365: **chamberlain.instructure.com/courses/23/pages/office365**

Internet Connectivity & Browsers

Internet access is required to participate in online components of your courses at Chamberlain University. If you connect to the internet through your workplace, you may need to ensure that appropriate plug-ins and access rights are available to you. Check with your IT department to ensure that you may access course materials from your workplace's network.

Supported Internet Browsers

- Mozilla Firefox – Version 65 or newer

- Google Chrome – Version 73 or newer

- Microsoft Edge – Version 17 or newer

- Apple Safari – Version 11 or newer

Browser Settings

- Java Script must be enabled. For help, visit: **wikihow.com/Enable-JavaScript**

- Cookies must be enabled. For help, visit: **whatismybrowser.com/guides/how-to-enable-cookies/**

- Pop-up windows must be enabled. For help, visit **support.vhlcentral.com/hc/en-us/articles/216615857-A-Master-Guide-How-to-adjust-Pop-up-Blocker-on-Your-Web-Browser**

Email Account

A valid email address, which is checked frequently, is required for participation in components of your coursework. It is recommended that you use the email address provided to all students by Chamberlain. This will help you avoid issues with spam blockers and other problems that may prevent you from receiving email from your instructors. It will also enable you to participate in special student offers that are available only to students with a ".edu" email address. If you change your email address, you must supply the correct address to Chamberlain Student Service. To access Chamberlain email accounts, log onto the **My Chamberlain** portal at **community.chamberlain.edu** and click My Student Email.

Chamberlain email accounts have the following format: **firstname.lastname@my.chamberlain.edu**, ex: **jane.smith@my.chamberlain.edu**.

Student Rights

GRADUATION RATES

Chamberlain complies with the Student Right-to-Know Act and annually prepares the graduation rate of its degree-seeking, first-time, full-time undergraduate students who have graduated by the end of the 12-month period ending August 31st, during which 150 percent of the normal time for graduation from their program has elapsed. Important information about the educational debt, earnings and completion rates of students who attended Chamberlain can be found at **chamberlain.edu/studentconsumerinfo**.

FAMILY EDUCATION RIGHTS & PRIVACY ACT OF 1974 (FERPA)

Chamberlain University maintains compliance with the Family Education Rights & Privacy Act of 1974, as amended (FERPA). FERPA protects the privacy of student educational records, establishes a student's right to inspect and review their academic records, and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings. Generally, only directory information pertaining to a student's records can be released to any third party without written authorization of the student, judicial order or a lawfully issued subpoena.

ACADEMIC FREEDOM

Chamberlain supports the development of autonomous thought and respect for the ideas of others. As a general matter and within the boundaries of the Code of Conduct and behavioral and curricular expectations, faculty, colleagues and students should be free to discuss questions of interest to them and express opinions publicly and privately. When doing so, students, colleagues and/or faculty should make clear to the academic and larger community that in their expressions or demonstrations they speak only for themselves. For more information on Chamberlain's Student Code of Conduct, refer to the most current edition of the Chamberlain Student Handbook at **chamberlain.edu/handbook**.

NON-DISCRIMINATION POLICY

Chamberlain does not discriminate in recruitment, admissions, education, employment, programs, activities and services on the basis of race, age, religion, sex, sexual orientation, gender, national origin, ancestry, color, creed, disability, veteran status or other legally protected classifications.

This policy is consistent with relevant governmental statutes and regulations, including those pursuant to the Civil Rights Act of 1964 and applicable provisions of the Education Amendments of 1972, as well as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended.

Chamberlain does not tolerate verbal or physical conduct by any student, faculty or staff member that constitutes sexual harassment of any student/employee as outlined in the Sex Discrimination Guidelines issued by the U.S. Equal Employment Opportunity Commission (EEOC). Further, faculty, students, staff and applicants are protected from retaliation for filing complaints or assisting in an investigation of discrimination.

Any person with questions about Chamberlain's compliance with the regulations of the Civil Rights Act of 1964, and applicable provisions of the Education Amendments of 1972, as well as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, is directed to contact the manager of student services. Inquiries regarding sexual harassment and other forms of sex or gender discrimination may be directed to: Director, Equity and Access (**equity@adtalem.com**) and Title IX Coordinators (**630.829.0233** or **titleixcoordinator@chamberlain.edu**)

Reasonable Modifications & Accommodations for Religious Observances & Practices

Chamberlain University respects the right of all students to observe and practice their religious faiths. Questions regarding reasonable modifications of religious observances should be directed to a student support advisor.

A student who has a request or question regarding other potential religious accommodations in regard to admission, attendance, vaccinations, attire and other requirements should contact the Office of Equity and Access at **equity@adtalem.com**.

To review Chamberlain's Reasonable Modifications and Accommodations for Religious Observances and Practices Policy and Procedure, refer to the Chamberlain Student Handbook at **chamberlain.edu/handbook**.

AMERICANS WITH DISABILITIES ACT (ADA)

Chamberlain is committed to providing reasonable accommodations for eligible students with documented disabilities as defined by state and federal laws relating to the Americans with Disabilities Act (ADA). Our intent is to ensure that every student who makes a request for accommodations under ADA is advised of the accommodation process as promptly as possible. If you are a student with a verifiable documented disability, and you can provide medical documentation regarding this disability, then contact our Office of Student Disability Services at **adaofficer@chamberlain.edu** or **855.229.0848** for more information on how to receive ADA accommodations. You may also fax your request to **630.596.1651**. The request, with documentation, should be made four to six weeks prior to the session in which the accommodation is needed to ensure sufficient time for the accommodation to be met.

NCLEX® testing accommodations must be authorized by the state board of nursing. Requirements for accommodations vary by state and may require documentation of the accommodation through the student's nursing education program.

It is the position of Chamberlain that students, faculty and staff infected with the Human Immunodeficiency Virus (HIV), AIDS-related complex (ARC), Hepatitis B virus (HBV) or Hepatitis C will be allowed equal access, as long as their medical conditions permit, to facilities or academic and social on-site activities, including participation in clinical/practicum, fieldwork and applied practice experiences. Confidentiality will be maintained concerning any aspect of HIV infection or persons infected or at risk of infection. All students who perform invasive procedures are encouraged to voluntarily participate in the prevention protocol recommended by the Centers for Disease Control (CDC) of the U.S. Department of Health and Human Services.

All who violate a restriction or limitation placed on their practice may be subject to denial of initial licensure or to discipline. It is the position of Chamberlain that all students with HIV or HBV are entitled to the same reasonable accommodation guaranteed by ADA.

Students testing positive for HIV or HBV following an exposure to bloodborne pathogens will sign a waiver with the Clinical Coordination Office stating that Chamberlain is not responsible for any illness related to this condition. Students who are positive for HIV or HBV at the time of enrollment may voluntarily inform Chamberlain of their infection status. Only if the student chooses to reveal that they are HIV or HBV-positive will any Chamberlain personnel learn of the condition.

TITLE IX COMPLIANCE

The Title IX Coordinator is responsible for the school's overall compliance with Title IX, including response to reports of sexual misconduct affecting the campus community. The Title IX Coordinator's contact information is listed below; questions about the application of Title IX and the school's compliance with it should be directed to this individual. If you wish to make a report of sexual misconduct affecting the campus community, follow the grievance procedure published in the Student Handbook (for students) or contact Human Resources (for colleagues). Students and colleagues can also report instances of sexual misconduct affecting the campus community through the anonymous reporting hotline available at **speakupadtalem.com** or can be made directly to:

Director, Equity and Access
equity@adtalem.com

Title IX Coordinator
630.353.7035 | **titleixcoordinator@chamberlain.edu**

To review Chamberlain's Title IX Sexual Misconduct Policy and Accommodations for Pregnant and Parenting Student Policy, visit **chamberlain.edu/sexualmisconduct** or **chamberlain.edu/handbook**.

DRUG FREE SCHOOLS & COMMUNITIES ACT

The faculty and each individual student have a responsibility to strive for high-quality patient care and nursing education. To fulfill that responsibility, students must devote their full faculties and abilities to their academic and clinical work, free from the effects of alcohol and other performance-impairing substances.

Chamberlain complies with the Drug Free Schools and Communities Act of 1986 and forbids use, possession, distribution or sale of drugs or alcohol by students, faculty or staff anywhere on school property or while engaged in any off-site learning activity associated with Chamberlain.

Anyone in violation of state, federal or local regulations with respect to illegal drugs or alcohol may be subject to both criminal prosecution and school disciplinary action.

Drug testing is required by Chamberlain as a condition of admission for select programs, and subsequent drug screenings may be required at any time during the course of employment or enrollment, as well as by any clinical facility. Failure to comply or achieve a satisfactory outcome will result in the student being denied admission into the program. Continuing students may be expelled from Chamberlain.

CRIME AWARENESS & CAMPUS SECURITY ACT

The security of all school members is a priority. Each year on October 1st, as required by the Crime Awareness and Campus Security Act of 1990, as amended, Chamberlain publishes a report outlining security and safety information, as well as crime statistics for the community. This report provides suggestions about crime-prevention strategies, as well as important policy information on emergency procedures, reporting of crimes and support services for victims of sexual assault. The report also contains information about Chamberlain's policy on alcohol and drugs and informs students where to obtain a copy of the alcohol and drug policy. Important information about the educational debt, earnings and completion rates of students who attended Chamberlain can be found at **chamberlain.edu/studentconsumerinfo** or from the Director of Admission.

Students should immediately report incidents to the local law-enforcement agency if they witness or are victims to a crime. Emergency numbers are located throughout the school. In the event a student, while on campus, becomes ill, experiences a medical emergency or is injured, the procedures contained within the Chamberlain Safe App are followed. Students should immediately notify a campus colleague for assistance regarding any sudden illness, medical emergency or injury.

Appeal of an Academic Decision

For information on the academic decision appeal process, see the Student Handbook.

DISCIPLINARY ACTION

Students who breach Chamberlain rules or conduct standards are referred to the appropriate conduct administrator. For more information on Chamberlain's Student Code of Conduct, refer to the most current edition of the Chamberlain Student Handbook at **chamberlain.edu/handbook**.

STUDENT COMPLAINT/GRIEVANCE POLICY

This policy outlines the process for investigating and addressing complaints to Chamberlain from students about any component of their experience at Chamberlain in which the student feels they have been treated unfairly. Because no policy is one-size-fits-all, though, Chamberlain reserves the right to deviate from this policy if the circumstances of a particular complaint or investigation call for additional flexibility.

Informal Complaint/Grievance Process

In most cases, students must first attempt to resolve their concerns orally or in writing with the individual(s) most directly connected to the student's complaint.

If the student is not comfortable discussing the matter with the individual(s) most directly involved, the student may take their informal complaint to a liaison not directly involved, such as the manager of student services or the immediate supervisor of the individual(s) the complaint is involving.

Unlike in formal procedures, a student pursuing informal resolution of their complaint usually is not required to submit a written complaint to initiate the process. Under these informal procedures, the student may, at any time, elect to stop further action by withdrawing the complaint, subject to the confidentiality provisions noted below and with the understanding that, depending on the nature of the allegations, Chamberlain may be obligated to investigate the complaint with or without the student's involvement.

Complaints addressed informally may not be investigated at all or to the same degree as formal complaints. Mediation may be used as a method for resolving the complaint informally, but not all complaints are appropriate for mediation; for example, allegations of sexual assault are not appropriate for mediation.

Adopting informal procedures for addressing complaints does not mean that the institution does not take these complaints seriously. Informal procedures simply provide an alternative method for addressing complaints. The student can also decide to file a formal complaint as described below at any time.

Formal Complaint/Grievance Process

If the informal procedure or direct conversation is not appropriate, or does not yield a successful resolution, the student can file a formal complaint to the complaint administrator. For pre-licensure students, the complaint administrator is typically the dean of academic affairs. For post-licensure nursing and graduate students, the complaint administrator is the program or specialty track dean. Complaints regarding sexual misconduct including sexual harassment, domestic violence, dating violence, sexual assault, stalking and rape or acquaintance rape may be reported directly to the Title IX Coordinator.

A. When to File a Complaint

Complaints should be filed by the student as soon as possible so that they can be addressed contemporaneously by Chamberlain. In most cases, Chamberlain will expect the student to come forward within 15 business days of the student becoming aware of the concern or the student's last conversation in the informal process.

B. What to File

A formal complaint should be in writing and include the following:

- The student's name, Student ID (D#) number email address and phone number

- A complete description of the concern/issue – including date, location and all individuals involved, either in the conduct complained of or as witnesses

- A description of what efforts, if any, have been made to resolve the issue informally, including individuals contacted by the student in the resolution attempt

- A statement of the resolution requested

If a student is hesitant or unwilling to put a complaint alleging discrimination, harassment (including sexual misconduct) or other unlawful conduct in writing, the student is encouraged to discuss their concerns with the complaint administrator.

Similarly, if a student feels that changes to academic or other situations are appropriate or necessary to preserve the student's safety or wellbeing as a result of the circumstances involved in a complaint, the student is encouraged to request assistance from the complaint administrator.

For more information on the complaint process or to receive the complaint administrator's contact information, the student should contact a student support advisor.

C. Where to File Complaint

The complaint should be filed with the complaint administrator at the location the student is attending. The written complaint can be submitted electronically, in person, or by mail. In cases where the complaint administrator is directly involved in the concern, an alternate point of contact will be provided by a student support advisor. If the student does not know who the complaint administrator for their location is, they should contact a student support advisor.

Campus-based students may contact a student support advisor for assistance.

Online-based students may contact a student support advisor by phone at **888.556.8226** option 3, or by email at **onlinestudentservices@chamberlain.edu**.

D. Notice of Receipt

Upon receipt of the formal complaint, the complaint administrator will provide the student with a written notice acknowledging its receipt and will review the complaint.

E. Investigation

The complaint administrator or their designee will initiate an investigation. The extent and components of the investigation will vary depending on the allegations and circumstances. For purposes of illustration, an investigation may include the following steps, as appropriate:

- Reviewing the student's written complaint

- Gathering additional information or statements from the student as needed

- Gathering information from any witnesses or other people (for example faculty, staff or other students) with potentially relevant information

- Reviewing relevant documentation and policies

- Obtaining a response or written statement and other information from the individual(s) who is/are the subject of the student's complaint

- Attempting a resolution of the complaint between the student and the individual, if appropriate

- Convening a panel to review as appropriate

- Assessing the information gathered and determining findings and resolution for the student

Complaints initiated through the formal process may be withdrawn by the student, subject to the confidentiality provisions noted below and with the understanding that, depending on the nature of the allegations, Chamberlain may be obligated to investigate the complaint with or without the student's involvement.

F. Findings and Notification

Upon completion of the investigation, the complaint administrator will report the findings of the investigation and resolution to the student. It is Chamberlain's goal to conduct an appropriate investigation and report back to the student in a timely manner, usually within 15 days of receipt of the complaint. The circumstances in particular cases may make a shorter or longer investigation necessary or appropriate.

G. Appeal

Within 10 calendar days of the issuance of the final report, the student may appeal to the online or campus leader or their designee. Appeals must be submitted in writing and must state a basis for the appeal. Basis on which a student may appeal are:

- There is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision

- There were procedural irregularities in the complaint process that affected the outcome

- The proposed resolution was not reasonable based on the evidence compiled during the investigation

A copy of the leader's or designee's written decision on the appeal shall be sent to the student in a timely manner. If the appeal decision requires further action, that action should be described in the appeal decision letter. The decision of the leader or designee on the appeal is final.

Students not satisfied with the final disposition of the complaint process may contact the state licensing authority, the University's accreditors or the state attorney general. A complete listing of contact information for state licensing authorities and the state attorney general offices is located at **chamberlain.edu/studentconsumerinfo**.

Arizona residents enrolled at a campus:

Students with complaints not resolved by the above procedure may file complaints with the Arizona State Board for Private Postsecondary Education (1740 W. Adams Street, Suite 3008, Phoenix, AZ 85007, **602.542.5709**, **azppse.gov**).

Georgia residents enrolled at a campus:

Students with complaints not resolved by the above procedure may file complaints with the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220, Tucker, GA 30084, **770.414.3300**, **https://gnpec.georgia.gov**).

Florida residents enrolled at a campus:

As a last resort in the complaint process outlined in the academic catalog, students who do not believe they received a satisfactory resolution to their grievance may contact the Commission at **fldoe.org/cie**, by fax at **850.245.3238**, or by mail to:

Commission for Independent Education
Florida Department of Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Toll free number: **888.224.6684**

North Carolina residents enrolled at a campus:

Students with complaints not resolved by the above procedure may file complaints with the North Carolina Community College System Office of Proprietary Schools (200 West Jones St. Raleigh, North Carolina 27603, **919.807.7100**, **www.nccommunitycolleges.edu/proprietary-schools**).

Texas residents enrolled at a campus:

Students with complaints not resolved by the above procedure may file complaints with the Texas Higher Education Coordinating Board (**http://www.thecb.state.tx.us/links/student-complaints/**), Rules governing student complaints in Texas can be found at **http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC? tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y**

Virginia residents enrolled at a campus:

As a last resort in the complaint process, students who do not believe they received a satisfactory resolution to their grievance may contact the State Council of Higher Education for Virginia (SCHEV, Attn: Private and Out-of-State Postsecondary Education, 101 N. 14th St., James Monroe Bldg., Richmond, VA 23219).

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill ® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email **saa@dvs.virginia.gov**. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at **https://www.benefits.va.gov/gibill**.

For Illinois residents and students enrolled in an online program:

Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system **complaints.ibhe.org** or by mail to 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377.

Confidentiality

Chamberlain wishes to create an environment in which individuals feel free to discuss concerns. Chamberlain understands that students, witnesses and others involved in the investigation process may be concerned about the confidentiality of information they are sharing. In some cases, however, Chamberlain may be obligated to take action when it becomes aware of information relating to a complaint. Confidentiality will be maintained to the extent possible and consistent with Chamberlain's obligations in investigating complaints. Once an individual discloses identifying information to Chamberlain through the processes described above, they will be considered to have filed a complaint with Chamberlain. While the confidentiality of information received, the privacy of individuals involved, and compliance with the wishes of the student or witnesses cannot be guaranteed, they will be respected to the extent possible and appropriate.

Retaliation

Chamberlain prohibits retaliation against anyone who reports an incident of alleged harassment, discrimination or other unlawful conduct, or any person who assists or participates in a proceeding, investigation or hearing relating to such allegations. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. All complaints of retaliation should be reported in accordance with the complaint procedures outlined above. If the procedures outlined above would result in the student being required to submit their complaint to the person whom they believe is retaliating against them, the student may submit the retaliation complaint to the online or campus leader, who will determine an appropriate party to address the retaliation complaint. Submission of a good-faith complaint or report of harassment, discrimination or other unlawful conduct will not adversely affect the student's future grades, learning or academic environment. Chamberlain will discipline or take appropriate action against anyone who retaliates against any person who reports an incident of alleged harassment, discrimination, or other unlawful conduct, or who retaliates against any person who testifies, assists or participates in a proceeding, investigation or hearing related to such allegations.

Tuition & Assistance
chamberlain.edu/tuition

TUITION & EXPENSES

Tuition and expenses are itemized and calculated on a per-session basis and subject to change. Payment of tuition and expenses is the student's obligation. Application for financial assistance does not negate this responsibility. A billing statement is available each month.

The statement outlines the charges and the balance due. Certain expenses are assessed for all students; other charges depend on a student's enrollment status and specific course requirements. Tuition for coursework is assessed according to the student's primary program of enrollment. A student's first program of study is considered the primary program unless the student requests a program change.

COLLEGE of NURSING

UNDERGRADUATE PROGRAMS – EFFECTIVE MARCH 2020

3-Year Bachelor of Science in Nursing[1] Degree Program	
(Addison, Atlanta, Charlotte, Chicago, Houston, Irving, North Brunswick, Pearland, Phoenix, Tinley Park, Troy and Tysons Corner campuses)	
Credit Hours: 122 | Semesters: 9 | Sessions: 18	
Application Fee (one-time)[2]	$95
Background Check/Fingerprint/Drug Screening[3]	$200
Tuition – per credit hour	$699
Total Tuition	$85,278
Student Injury & Sickness Insurance Plan[4]	$3,758
Student Service Charge[5]	$2,880
Books & Supplies[6, 7]	$2,700
Total Program Cost[8]	$91,153
Student Tuition Recovery Fund Fee (non-refundable)[9]	$43.00

1. Program availability varies by state/location.
2. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
3. A $200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.
4. Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.
5. Charged at $160 per session.
6. Average estimated per-session expense for full-time students is $150.
7. $400 annual Hispanic Concentration Resource Fee for students in the Serving Hispanic Communities Track. Includes resources (language acquisition materials, language-specific tutoring and mentoring) designed to assist students in engaging with the Hispanic population.
8. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance or may increase in cost and length if transitional studies coursework is required.
9. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

NOTE: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

UNDERGRADUATE PROGRAMS – EFFECTIVE MARCH 2020

3-Year Bachelor of Science in Nursing[1] Degree Program
(Cleveland, Columbus, Indianapolis, Jacksonville, Las Vegas, Miramar, New Orleans, San Antonio and St. Louis campuses)
Credit Hours: 122 | Semesters: 9 | Sessions: 18

Application Fee (one-time)[2]	$95
Background Check/Fingerprint/Drug Screening[3]	$200
Tuition – per credit hour	$675
Total Tuition	$82,350
Student Injury & Sickness Insurance Plan[4]	$3,758
Student Service Charge[5]	$2,880
Books & Supplies[6]	$2,700
Total Program Cost[7]	$88,225
Student Tuition Recovery Fund Fee (non-refundable)[8]	$44.00

3-Year Bachelor of Science in Nursing[1] Degree Program
(Sacramento campus[9])
Credit Hours: 126 | Semesters: 9 | Sessions: 18

Application Fee (one-time)[3]	$95
Background Check/Fingerprint/Drug Screening[3]	$200
Tuition – per credit hour	$720
Total Tuition	$90,720
Student Injury & Sickness Insurance Plan[4]	$3,758
Student Service Charge[5]	$2,880
Books & Supplies[6]	$2,700
Total Program Cost[7]	$96,595
Student Tuition Recovery Fund Fee (non-refundable)[8]	$47.00

UNDERGRADUATE PROGRAMS – EFFECTIVE MARCH 2021

3-Year Bachelor of Science in Nursing[1] Degree Program
(Irwindale campus[9])
Credit Hours: 126 | Semesters: 9 | Sessions: 18

Application Fee (one-time)[2]	$95
Background Check/Fingerprint/Drug Screening[3]	$200
Tuition – per credit hour	$730
Total Tuition	$91,980
Student Injury & Sickness Insurance Plan[4]	$3,758
Student Service Charge[5]	$2,880
Books & Supplies[6]	$2,700
Total Program Cost[7]	$97,855
Student Tuition Recovery Fund Fee (non-refundable)[8]	$47.50

UNDERGRADUATE PROGRAMS – EFFECTIVE MAY 2020

3-Year Bachelor of Science in Nursing[1] Degree Program
(Online option)
Credit Hours: 122 | Semesters: 9 | Sessions: 18

Application Fee (one-time)[2]	$95
Background Check/Fingerprint/Drug Screening[3]	$225
Tuition – per credit hour	$675
Total Tuition	$82,350
Student Injury and Sickness Insurance Plan[4]	$3,758
Student Service Charge[5]	$2,880
Books & Supplies[6]	$2,700
Course Resource Fee[10]	$2,850
Total Program Cost[7]	$91,100
Student Tuition Recovery Fund Fee (non-refundable)[8]	$44.00

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1. Program availability varies by state/location.

2. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

3. A $200 non-refundable screening fee is required for all pre-licensure BSN students ($225 for Online Option) and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

4. Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

5. Charged at $160 per session.

6. Average estimated per-session expense for full-time students is $150.

7. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

8. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

9. For students attending a campus in the state of California, visit chamberlain.edu/addendumCA.

10. Charged at $75 per course.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

NOTE: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

UNDERGRADUATE PROGRAMS – EFFECTIVE MARCH 2020

Military to BSN Option[1]
(Jacksonville campus)

Credit Hours: 86[2] | Semesters: 6 | Sessions: 12

Application Fee (one-time)[3]	$95
Background Check/Fingerprint/Drug Screening[4]	$200
Tuition – per credit hour	$675
Total Tuition	$58,050
Student Injury and Sickness Insurance Plan[5]	$3,758
Student Service Charge[6]	$1,920
Books & Supplies[7]	$1,800
Total Program Cost[8]	$62,065

RN to BSN Degree Completion Option – Undergraduate

Credit Hours: 45[9] | Semesters: 3 | Sessions: 6

Application Fee (one-time)[3]	$60
Tuition – per credit hour	$590
Total Tuition	$26,550
Student Service Charge[6]	$960
Course Resource Fee[10]	$1,050
Books & Supplies[7]	$600
Total Program Cost[8]	$29,220
Military Rate[11] (active duty) – per credit hour	$250
Military Rate[11] (veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veterans/retired military) – per credit hour	$430
Alumni Rate – per credit hour	$500
Student Tuition Recovery Fund Fee (non-refundable)[12]	$14.50

RN-BSN to MSN – Undergraduate

Credit Hours: 39[8] | Semesters: 3 | Sessions: 5

Application Fee (one-time)[2]	$60
Tuition – per credit hour	$590
Total Tuition	$23,010
Student Service Charge[6]	$800
Course Resource Fee[10]	$900
Books & Supplies[7]	$500
Total Program Cost[8]	$25,270
Student Tuition Recovery Fund Fee (non-refundable)[12]	$12.50

1. Chamberlain University is not accepting applications for this program option at this time.

2. Upon successful completion of NR-110, NR-295 and NR-299, 13 proficiency credit hours through the Chamberlain Military Articulation Plan (CMAP) will be awarded (10 nursing credits and 3 general education credits). Total of 36 credit hours awarded towards the program (23 credit hours of transfer credit at admission into the program and 13 proficiency credit hours through CMAP).

3. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

4. A $200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

5. Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

6. Charged at $160 per session.

7. Average estimated per-session expense for full-time students is $150 for BSN; $100 for RN to BSN; $75 for MSN Population Health Specialty Track; $100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; $125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

8. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

9. 46 credit hours for Tennessee residents enrolled prior to July 2018, Washington residents and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

10. Charged at $75 per course (except for NR-573).

11. Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

12. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

NOTE: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

UNDERGRADUATE PROGRAMS – EFFECTIVE OCTOBER 2021

RN-BSN to MSN – Graduate
Master of Science in Nursing Degree Program
Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks

Credit Hours: 36 | Semesters: 6 | Sessions: 12

Tuition – per credit hour[1]	$550
Total Tuition	$19,800
Student Service Charge[2]	$1,920
Course Resource Fee[3]	$900
Books & Supplies[4]	$900-1,500
Total Program Cost[5]	$23,520-$24,120
Student Tuition Recovery Fund Fee (non-refundable)[6]	$11.50

RN-BSN to MSN – Graduate
Master of Science in Nursing Degree Program
Adult-Gerontology Acute Care Nurse Practitioner Specialty Track[7]

Credit Hours: 48 | Semesters: 8 | Sessions: 16

Background Check/Fingerprint/Drug Screening[8]	$150
Tuition – per credit hour for NP courses[1]	$565
Total Tuition	$27,120
Student Service Charge[2]	$2,560
APRN Fee[9]	$7,200
Course Resource Fee[3]	$1,125
Books & Supplies[4]	$2,000
Total Program Cost[5]	$39,705
Student Tuition Recovery Fund Fee (non-refundable)[6]	$19.00

RN-BSN to MSN – Graduate
Master of Science in Nursing Degree Program
Family Nurse Practitioner and Adult-Gerontology Primary Nurse Practitioner Specialty Tracks[7]

Credit Hours: 45 | Semesters: 8 | Sessions: 15

Background Check/Fingerprint/Drug Screening[8]	$150
Tuition – per credit hour for NP courses[1]	$565
Total Tuition	$25,425
Student Service Charge[2]	$2,400
APRN Fee[9]	$6,750
Course Resource Fee[3]	$1,125
Books & Supplies[4]	$1,500-$1,875
Total Program Cost[5]	$37,350-$37,725
Student Tuition Recovery Fund Fee (non-refundable)[6]	$18.00

RN-BSN to MSN – Graduate
Master of Science in Nursing Degree Program
Psychiatric-Mental Health Nurse Practitioner Specialty Track[7]

Credit Hours: 47 | Semesters: 8 | Sessions: 15

Background Check/Fingerprinting/Drug Screening[8]	$150
Tuition – per credit hour for NP courses[1]	$565
Total Tuition	$26,555
Student Service Charge[2]	$2,400
APRN Fee[9]	$7,200
Course Resource Fee[3]	$1,200
Books & Supplies[4]	$1,875
Total Program Cost[5]	$39,380
Student Tuition Recovery Fund Fee (non-refundable)[6]	$19.00

1. The Graduate portion of the RN-BSN to MSN degree Tuition rate of $550 ($565 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

2. Charged at $160 per session for RN to BSN and MSN.

3. Charged at $75 per course (except for NR-573).

4. Average estimated per-session expense for full-time students is $75 for MSN Population Health Specialty Track; $100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; $125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

5. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

6. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

7. Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509, NR-573 (AGACNP), NR-575 (AGACNP), NR-580 (AGPCNP), NR-667 (FNP) and NR-668 (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 and NR-573, and three nights for NR-575/NR-580/NR-667/NR-668.

8. An estimated $150 fee ($180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

9. Non-refundable APRN resource fees charged at $450 per nurse practitioner course (except for NR-573).

NOTE: Program availability varies by state/location.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

NOTE: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admissions representative for additional information.

GRADUATE: MASTER'S DEGREE PROGRAMS – EFFECTIVE MARCH 2020

Master of Science in Nursing Degree Program Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks

Credit Hours: 36 | Semesters: 6 | Sessions: 12

Application Fee (one-time)[1]	$60
Tuition – per credit hour	$650
Total Tuition	$23,400
Student Service Charge[2]	$1,920
Course Resource Fee[3]	$900
Books & Supplies[4]	$900-1,500
Total Program Cost[5]	$27,180-$27,780
Military Rate[6] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$550
Alumni Rate – per credit hour	$550
Student Tuition Recovery Fund Fee (non-refundable)[7]	$13.00

Master of Science in Nursing Degree Program Adult-Gerontology Acute Care Nurse Practitioner (MSN-AGACNP) Specialty Track[8]

Credit Hours: 48 | Semesters: 8 | Sessions: 16

Application Fee (one-time)[1]	$60
Tuition – per credit hour for MSN-NP courses	$665
Total Tuition	$31,920
Student Service Charge[2]	$2,560
Course Resource Fee[3]	$1,200
APRN Resource Fee[9]	$7,200
Textbook & Equipment Expense[4]	$2,000
Background Check/Fingerprinting/Drug Screening[10]	$150
Total Program Cost[5]	$45,090
Military Rate[6] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$565
Alumni Rate – per credit hour	$565
Student Tuition Recovery Fund Fee (non-refundable)[7]	$21.50

Master of Science in Nursing Degree Program Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) Specialty Track[8]

Credit Hours: 45 | Semesters: 8 | Sessions: 15

Application Fee (one-time)[1]	$60
Tuition – per credit hour for MSN-NP courses	$665
Total Tuition	$29,925
Student Service Charge[2]	$2,400
Course Resource Fee[3]	$1,125
APRN Resource Fee[9]	$6,750
Textbook & Equipment Expense[4]	$1,500
Background Check/Fingerprinting/Drug Screening[10]	$150
Total Program Cost[5]	$41,910
Military Rate[6] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$565
Alumni Rate – per credit hour	$565
Student Tuition Recovery Fund Fee (non-refundable)[7]	$20.00

1. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

2. Charged at $160 per session

3. Charged at $75 per course (except for NR-573).

4. Average estimated per session expense for full-time students is $75 for MSN Population Health Specialty Track; $100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; $125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, and Family Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; $175 for Accelerated MSN Option.

5. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

6. Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

7. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

8. Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509, NR-573 (AGACNP), NR-575 (AGACNP), NR-580 (AGPCNP), NR-667 (FNP) and NR-668 (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 and NR-573, and three nights for NR-575/NR-580/NR-667/NR-668.

9. Non-refundable APRN resource fee charged at $450 per nurse practitioner course (except for NR-573).

10. An estimated $150 fee ($180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

NOTE: Program availability varies by state/location.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

NOTE: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

NOTE: All programs are subject to background, fingerprint, and/or drug screen clearance.

GRADUATE: MASTER'S DEGREE PROGRAMS – EFFECTIVE MARCH 2020

Master of Science in Nursing Degree Program Family Nurse Practitioner Specialty Track[1] Credit Hours: 45 | Semesters: 8 | Sessions: 15	
Application Fee (one-time)[2]	$60
Background Check/Fingerprinting/Drug Screening[3]	$150
Tuition – per credit hour for MSN-NP courses	$665
Total Tuition	$29,925
Student Service Charge[4]	$2,400
APRN Resource Fee[5]	$6,750
Course Resource Fee[6]	$1,125
Books & Supplies[7]	$1,875
Total Program Cost[8]	$42,285
Military Rate[9] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$565
Alumni Rate – per credit hour	$565
Student Tuition Recovery Fund Fee (non-refundable)[10]	$20.00

Accelerated Master of Science in Nursing (MSN) Option Credit Hours: 30 | Semesters: 1.5 | Sessions: 3	
Application Fee (one-time)[2]	$60
Tuition – per credit hour	$650
Total Tuition	$19,500
Student Service Charge[4]	$480
Course Resource Fee[6]	$675
Textbook & Equipment Expense[7]	$525
Total Program Cost[8]	$21,240
Military Rate[9] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$550
Alumni Rate – per credit hour	$550
Student Tuition Recovery Fund Fee (non-refundable)[10]	$10.50

Master of Science in Nursing Degree Program Psychiatric-Mental Health Nurse Practitioner Specialty Track[1] Credit Hours: 47 | Semesters: 8 | Sessions: 15	
Application Fee (one-time)[2]	$60
Background Check/Fingerprinting/Drug Screening[3]	$150
Tuition – per credit hour for MSN-NP courses	$665
Total Tuition	$31,255
Student Service Charge[4]	$2,400
APRN Resource Fee[5]	$7,200
Course Resource Fee[6]	$1,200
Books & Supplies[7]	$1,875
Total Program Cost[8]	$44,140
Military Rate[9] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$565
Alumni Rate – per credit hour	$565
Student Tuition Recovery Fund Fee (non-refundable)[10]	$21.00

Accelerated Master of Science in Nursing (MSN) with Clinical Nursing Leadership Option Credit Hours: 37 | Semesters: 2.5 | Sessions: 5	
Application Fee (one-time)[2]	$60
Tuition – per credit hour	$650
Total Tuition	$24,050
Student Service Charge[4]	$800
Course Resource Fee[6]	$825
Textbook & Equipment Expense[7]	$625
Total Program Cost[8]	$26,360
Military Rate[9] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$550
Alumni Rate – per credit hour	$550
Student Tuition Recovery Fund Fee (non-refundable)[10]	$13.00

1. Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509, NR-573 (AGACNP), NR-575 (AGACNP), NR-580 (AGPCNP), NR-667 (FNP) and NR-668 (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 and NR-573, and three nights for NR-575/NR-580/NR-667/NR-668.

2. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

3. An estimated $150 fee ($180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

4. Charged at $160 per session.

5. Non-refundable APRN resource fee charged at $450 per nurse practitioner course (except for NR-573).

6. Charged at $75 per course (except for NR-573).

7. Average estimated per session expense for full-time students is $75 for MSN Population Health Specialty Track; $100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; $125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; $175 for Accelerated MSN Option.

8. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

9. Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

10. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

NOTE: Program availability varies by state/location.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

NOTE: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

NOTE: All programs are subject to background, fingerprint, and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

GRADUATE PROGRAMS: ACCELERATED RN TO MSN OPTION & ACCELERATED RN TO MSN WITH CLINICAL NURSING LEADERSHIP OPTION – EFFECTIVE MARCH 2020

Accelerated RN to MSN Option Credit Hours: 45 | Semesters: 3 | Sessions: 5	
Application Fee (one-time)[1]	$60
Background/Fingerprint/Drug Screen Fee[2]	N/A
Tuition – per credit hour	$650
Total Tuition	$29,250
Student Service Charge[3]	$800
Course Resource Fee[4]	$1,050
Textbook & Equipment Expense[5]	$875
Total Program Cost[6]	$32,035
Military Rate[7] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$550
Alumni Rate – per credit hour	$550
Student Tuition Recovery Fund Fee (non-refundable)[8]	$15.50

GRADUATE PROGRAMS: ACCELERATED RN TO MSN OPTION & ACCELERATED RN TO MSN WITH CLINICAL NURSING LEADERSHIP OPTION – EFFECTIVE MARCH 2020

Accelerated RN to MSN with Clinical Nursing Leadership Option Credit Hours: 52 | Semesters: 4 | Sessions: 7	
Application Fee (one-time)[1]	$60
Background/Fingerprint/Drug Screen Fee[2]	N/A
Tuition – per credit hour	$650
Total Tuition	$33,800
Student Service Charge[3]	$1,120
Course Resource Fee[4]	$1,200
Textbook & Equipment Expense[5]	$1,050
Total Program Cost[6]	$37,230
Military Rate[7] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$550
Alumni Rate – per credit hour	$550
Student Tuition Recovery Fund Fee (non-refundable)[8]	$18.00

1. Application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, Department of Defense employees and spouses of active duty/veteran/retired military) and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program

2. An estimated $150 fee ($180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

3. Charged at $160 per session.

4. Charged at $75 per course (except for NR-573).

5. Average estimated per-session expense for full-time students is $150 for Accelerated RN to MSN with Clinical Nursing Leadership Option; $175 for Accelerated RN to MSN Option.

6. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

7. Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

8. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

NOTE: Program availability varies by state/location

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

GRADUATE: NURSING CERTIFICATE PROGRAMS – EFFECTIVE MARCH 2020

Nursing Certificates[1]
(Post-Baccalaureate Certificate in Leadership Foundations, Graduate Certificates in Healthcare Policy, Nursing Education, Nursing Informatics, Nursing Leadership and Population Health)

Credit Hours: 9 to 18 | Semesters: 2 to 3 | Sessions: 3 to 6

Application Fee (one-time)[2]	$60
Tuition – per credit hour	$650
Total Tuition	$5,850-$11,700
Student Service Charge[3]	$480-$960
Course Resource Fee[4]	$225-$450
Books & Supplies[5]	$200-$750
Total Program Cost[6]	$6,990-$13,920
Military Rate[7] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$550
Alumni Rate – per credit hour	$550
Student Tuition Recovery Fund Fee (non-refundable)[8]	$3.50-$6.50

Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner[1,9]

Credit Hours: 30 | Semesters: 5 | Sessions: 10

Application Fee (one-time)[2]	$60
Background/Fingerprint/Drug Screen Fee[10]	$150
Tuition – per credit hour	$665
Total Tuition	$19,950
Student Service Charge[3]	$1,600
Course Resource Fee[4]	$750
APRN Resource Fee[11]	$4,500
Textbook & Equipment Expense[5]	$1,000
Total Program Cost[6]	$28,010
Military Rate[7] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$565
Alumni Rate – per credit hour	$565
Student Tuition Recovery Fund Fee (non-refundable)[8]	$13.50

Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner[1,9]

Credit Hours: 33 | Semesters: 5.5 | Sessions: 11

Application Fee (one-time)[2]	$60
Background/Fingerprint/Drug Screen Fee[10]	$150
Tuition – per credit hour	$665
Total Tuition	$21,945
Student Service Charge[3]	$1,760
Course Resource Fee[4]	$825
APRN Resources Fee[11]	$4,950
Textbook & Equipment Expense[5]	$1,375
Total Program Cost[6]	$31,065
Military Rate[7] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$565
Alumni Rate – per credit hour	$565
Student Tuition Recovery Fund Fee (non-refundable)[8]	$15.00

1. Program availability varies by state/location.
2. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
3. Charged at $160 per session.
4. Charged at $75 per course (except for NR-573).
5. Average estimated per session expense for full-time students is $75 for MSN Population Health Specialty Track and Graduate Certificate; $100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; $125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.
6. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.
7. Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.
8. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.
9. Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509, NR-573 (AGACNP), NR-575 (AGACNP), NR-580 (AGPCNP), NR-667 (FNP) and NR-668 (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 and NR-573, and three nights for NR-575/NR-580/NR-667/NR-668.
10. An estimated $150 fee ($180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.
11. Non-refundable APRN resource fee charged at $450 per nurse practitioner course (except for NR-573).

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

GRADUATE: NURSING CERTIFICATE PROGRAMS – EFFECTIVE MARCH 2020

Graduate Certificate in Family Nurse Practitioner[1,9] Credit Hours: 30 | Semesters: 5 | Sessions: 10	
Application Fee (one-time)[2]	$60
Background/Fingerprint/Drug Screen Fee[10]	$150
Tuition – per credit hour	$665
Total Tuition	$19,950
Student Service Charge[3]	$1,600
Course Resource Fee[4]	$750
APRN Resource Fee[11]	$4,500
Textbook & Equipment Expense[5]	$1,250
Total Program Cost[6]	$28,260
Military Rate[7] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$565
Alumni Rate – per credit hour	$565
Student Tuition Recovery Fund Fee (non-refundable)[8]	$13.50

Graduate Certificate in Psychiatric Mental Health Nurse Practitioner [1,9] Credit Hours: 32 | Semesters: 5 | Sessions: 10	
Application Fee (one-time)[2]	$60
Background/Fingerprint/Drug Screen Fee[10]	$150
Tuition – per credit hour	$665
Total Tuition	$21,280
Student Service Charge[3]	$1,600
Course Resource Fee[4]	$825
APRN Resource Fee[11]	$4,950
Textbook & Equipment Expense[5]	$1,250
Total Program Cost[6]	$30,115
Military Rate[7] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$565
Alumni Rate – per credit hour	$565
Student Tuition Recovery Fund Fee (non-refundable)[8]	$14.50

1. Program availability varies by state/location.
2. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
3. Charged at $160 per session.
4. Charged at $75 per course (except for NR-573).
5. Average estimated per session expense for full-time students is $75 for MSN Population Health Specialty Track and Graduate Certificate; $100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; $125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.
6. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.
7. Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.
8. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.
9. Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509, NR-573 (AGACNP), NR-575 (AGACNP), NR-580 (AGPCNP), NR-667 (FNP) and NR-668 (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 and NR-573, and three nights for NR-575/NR-580/NR-667/NR-668.
10. An estimated $150 fee ($180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.
11. Non-refundable APRN resource fee charged at $450 per nurse practitioner course (except for NR-573).

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

GRADUATE: DOCTOR OF NURSING PRACTICE DEGREE PROGRAM – STUDENTS ENROLLED PRIOR TO JULY 2021

Doctor of Nursing Practice Degree Program[1] Healthcare Systems Leadership Specialty Track Credit Hours: 40 | Semesters: 6 | Sessions: 12	
Application Fee (one-time)[2]	$60
Tuition – per credit hour[3]	$775
Total Tuition	$31,000
Student Service Charge[4]	$7,200
Course Resource Fee[5]	$900
Books & Supplies[6]	$1,800
Total Program Cost[7]	$40,960
Military Rate[8] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$660
Alumni Rate – per credit hour[9]	$660
Student Tuition Recovery Fund Fee (non-refundable)[10]	$19.50

GRADUATE: DOCTOR OF NURSING PRACTICE DEGREE PROGRAM – EFFECTIVE JULY 2021 FOR NEW STUDENTS ONLY

Doctor of Nursing Practice Degree Program[1] Credit Hours: 32-40[11] | Semesters: 6 | Sessions: 12	
Application Fee (one-time)[2]	$60
Tuition – per credit hour[3]	$775
Total Tuition	$31,000
Student Service Charge[4]	$7,200
Course Resource Fee[5]	$975
Books & Supplies[6]	$1,200
Total Program Cost[7]	$40,435
Military Rate[8] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$660
Alumni Rate – per credit hour[9]	$660
Student Tuition Recovery Fund Fee (non-refundable)[10]	$19.50

1. Program availability varies by state/location.
2. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
3. $650 per credit hour for DNP Preparatory Coursework students.
4. Charged at $600 per session for DNP and $160 per session for DNP Preparatory Coursework students.
5. Charged at $75 per course.
6. Average estimated per session expense for full-time students is $100 for full-time DNP ($150 for students enrolled prior to July 2021); and $125 for full-time DNP Preparatory Coursework students.
7. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee.
8. Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.
9. $550 per credit hour for DNP Preparatory Coursework students.
10. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.
11. Credit hours required will vary, depending on practicum hours transcripted from student's master's degree in nursing program. Students must complete a minimum of 1,000 post-baccalaureate practicum hours to meet accrediting body requirements for the Doctor of Nursing Practice degree.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

COLLEGE *of* HEALTH PROFESSIONS

GRADUATE: MASTER OF PUBLIC HEALTH DEGREE PROGRAM – EFFECTIVE MAY 2021

Master of Public Health Degree Program[1]	
Credit Hours: 43 | Semesters: 6 | Sessions: 12	
Application Fee (one-time)[2]	$60
Tuition – per credit hour	$550
Total Tuition	$23,650
Student Service Charge[5]	$1,920
Book & Supplies[6]	$1,500
Course Resource Fee[7]	$975
Total Program Cost[3]	$28,105
Military Rate[4] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$465
Alumni Rate – per credit hour	$465
Student Tuition Recovery Fund Fee (non-refundable)[5]	$13.50

GRADUATE: PUBLIC HEALTH CERTIFICATES – EFFECTIVE MAY 2021

Post-Baccalaureate Certificate in Public Health Generalist	
Credit Hours: 16 | Semesters: 3 | Sessions: 5	
Application Fee (one-time)[2]	$60
Tuition – per credit hour	$550
Total Tuition	$8,800
Student Service Charge[6]	$800
Book & Supplies[7]	$875
Course Resource Fee[8]	$450
Total Program Cost[3]	$10,985
Military Rate[4] (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	$465
Alumni Rate – per credit hour	$465
Student Tuition Recovery Fund Fee (non-refundable)[5]	$5.00

1. Program availability varies by state/location.

2. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

3. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen fee.

4. Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

5. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

6. Charged at $160 per session.

7. Average estimated per-session expense for full-time students is $125 for MPH; $175 Public Health Generalist Certificate

8. Charged at $75 per course.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

NOTE: Additional fees may apply due to clinical facility requirements. See your admission representative for additional information.

GRADUATE: MASTER OF SOCIAL WORK TRADITIONAL OPTION PROGRAM – EFFECTIVE MARCH 2020

Master of Social Work Program[1]	
Credit Hours: 60 | Semesters: 5 | Sessions: 10	
Application Fee (one-time)[2]	$60
Background Check Fee[3]	$50
Tuition – per credit hour	$695
Total Tuition	$41,700
Student Service Charge[4]	$1,600
Course Resource Fee[5]	$1,500
Textbook & Equipment Expense[6]	$1,250
Total Program Cost[7]	$46,160
Military Rate (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/ veteran/retired military) – per credit hour	$590
Alumni Rate – per credit hour	$590
Student Tuition Recovery Fund Fee (non-refundable)[8]	$22.50

GRADUATE: MASTER OF SOCIAL WORK ADVANCED STANDING OPTION PROGRAM – EFFECTIVE MARCH 2020

Master of Social Work Program[1]	
Credit Hours: 36 | Semesters: 3 | Sessions: 6	
Application Fee (one-time)[2]	$60
Background Check Fee[3]	$50
Tuition – per credit hour	$695
Total Tuition	$25,020
Student Service Charge[4]	$960
Total Program Cost[7]	$27,890
Military Rate (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/ veteran/retired military) – per credit hour	$590
Alumni Rate – per credit hour	$590
Student Tuition Recovery Fund Fee (non-refundable)[8]	$13.50

1. Program availability varies by state/location.

2. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

3. The Master of Social Work (MSW) background fee estimate is $50, this cost may vary by state. All programs may be subject to additional background, fingerprint and/or drug screen clearance prior to beginning clinical/practicum/fieldwork based on site requirements.

4. Charged at $160 per session.

5. Charged at $75 per course.

6. Average estimated per-session expense for full-time students is $150 for MSW Advanced Standing Option; $125 for MSW Traditional Option.

7. At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee and average estimated expense for books and supplies and a background check fee.

8. Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling in the March 2021 session or later.

NOTE: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

APPLICATION FEE

The application fee is due at the time the application is submitted. Three-year BSN students are required to pay a non-refundable fee for a background check, fingerprint screening and drug screening. Graduate and Doctoral programs may have a background check and drug screening fee if the practicum site requires it.

Tuition and expenses are assessed and payable in full each session and are subject to change with appropriate written notification. Application for financial assistance does not negate the student's responsibility to ensure that arrangements for full payment of tuition and fees are made before the first day of classes. A billing statement provided each month outlines the charges and the balance due.

Tuition for all coursework is assessed according to the student's primary program of enrollment. A student's first program of study is considered the primary program unless the student requests a program change. For the most updated information, visit **chamberlain.edu/tuition**.

ALUMNI RATE

Graduates of a Chamberlain degree program, or students enrolled in graduate coursework as part of the RN-BSN to MSN program option, are eligible for the Alumni Rate and are not required to pay an application fee.

MILITARY RATE*

U.S. military personnel who are a veteran of or retired from any of the five branches of the U.S. Armed Forces (including Active Duty, National Guard and Reserves), their spouses and Veterans Affairs and Department of Defense (DoD) employees are eligible for Chamberlain's military pricing for post-licensure programs. Textbooks, course materials and other fees are charged at the standard rate. Contact an admission representative for more information. For more information, visit **chamberlain.edu/military**.

* Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

STUDENT SERVICE CHARGE

The student service charge covers support services that benefit the student, but are ancillary to the instructional program. Some examples of services supported by this charge are student organizations, activities, recognition ceremonies, tutoring and career support services.

COURSE RESOURCE FEE

The course resource fee allows for maintenance and upgrades associated with educational technology. This includes the tools and resources made available through our course shells such as tutorials, simulations and study guides, clinical logging tools and test proctoring.

PURCHASE OF SUPPLIES

Students are required to purchase textbooks, electronic versions of textbooks (eBooks), lessons and/or supplies. These costs may vary by the student's semester and program. Some courses may require an eBook if a textbook is not offered. Students have the opportunity to purchase textbooks for courses they are enrolled in through the Chamberlain bookstore at **chamberlain.edu/bookstore** or the bookstore of their choice. Students will be required to obtain all course materials prior to the start of the course. For additional information regarding textbooks and supplies, contact your student support advisor. Only dropped courses are eligible for a 100 percent reversal of tuition and fees, including the course resource fee. Books and supplies are subject to the return policy established by the vendor.

PAYMENT POLICIES

Transportation and meals at clinical/practicum facilities, healthcare insurance not provided through Chamberlain University and other personal expenses are not included in the calculation of student costs. These expenses will vary according to individual student needs.

Full payment of all tuition and fees is to be made before the first day of classes unless other arrangements have been made. The financial obligation for each session must be met in order to register for a subsequent session. Unusual circumstances or a financial crisis should be reported to student services immediately so that Chamberlain can assist the student in planning or determining if alternative payment options are available.

Certain international students may be required to provide a statement of financial support or a sponsor letter indicating that tuition will be paid in advance of each semester and that a sponsor will provide all necessary living expenses for the international student. (Form I-134 may be used.) Most international students cannot receive U.S. federal financial assistance, nor can they work legally in the United States without appropriate permission.

Chamberlain reserves the right to change tuition and fees as necessary. Changes may apply to all students. Written notice of planned tuition and fee changes will be posted in advance.

Students who are not in compliance with their primary financial option terms will not be permitted to attend courses. A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions until the amount owed is paid in full or satisfactory payment arrangements are made.

All applicable fees are payable with session tuition. All costs of collection, including court costs and attorney's fees, and a 33.33 percent charge on all accounts sent to collection, will be added to delinquent accounts collected through third parties.

NOTE: A fee not exceeding $10 is charged for each check returned for non-sufficient funds.

CANCELLATION & REFUND POLICY

Students may cancel their enrollment at any time prior to midnight of the tenth business day after the date the enrollment agreement is signed (cancellation period) for a refund of all monies paid. After the cancellation period, the application fee is not refunded. Cancellation requests are accepted:

By mail to:
Chamberlain University
3005 Highland Parkway, Downers Grove, IL 60515-5799
Attn: Customer Service
By fax to: 630.574.1968
By email to: noticeofcancellation@chamberlain.edu

A student who does not report for class may request a refund of any monies paid over and above the application fee. Students must make all scheduled changes by the end of the first week of a session (Add/Drop Period) to receive a tuition adjustment (see Add/Drop Period section of this catalog). After classes begin, students may withdraw from a course by notifying their student support advisor prior to the withdrawal deadline published on the Academic Calendar for that session. Withdrawal is complete when the designated official has been notified or on the date Chamberlain determines a student is no longer enrolled, whichever is earlier. Students who withdraw are responsible for all outstanding financial obligations. In addition, those receiving federal student loans must complete a loan exit interview with a student support advisor prior to withdrawing.

In compliance with applicable requirements, Chamberlain issues refunds to students who withdraw from a course prior to completing a session. Refunds are issued on a prorated basis to students who withdraw from a course. Refunds are based on the last date of attendance and are calculated using the Chamberlain refund policy and any applicable state refund policy. The refund most favorable to the student is issued. Refund calculations are applied to the tuition charged for the course from which the student withdraws and are calculated according to the last documented date of attendance. Refunds are issued within 30 days of the withdrawal notification date or the date Chamberlain determines a student is no longer enrolled, whichever is earlier. Examples of refund calculations are available from your student support advisor. At minimum, refunds are calculated as follows:

Withdrawal During	Percent Refund of Tuition Less Administrative Fee
First Day of Session	100%
Balance of Week 1	90%
Week 2	75%
Week 3	25%
Week 4	25%
Weeks 5-8	0

NOTE: The administrative fee is $50 per course.

Florida Minimum Refund Policy

Students who withdrawal during the add/drop period will be refunded all tuition and fees, as well as any funds paid for supplies, books or equipment which can be and are returned to the institution.

Georgia Minimum Refund Policy

Students who cancel their application within 10 business days of submission are entitled to a refund of all monies paid. Students who have completed 50 percent or less of the session are entitled to a refund based on the proration of tuition and percentage of course completed at withdrawal, or as required by applicable state or federal laws and regulations if more favorable to the student.

Fees

Institutions that charge for fees, books and supplies which are in addition to tuition must refund any unused portion of the fees if a student withdraws before completing 50 percent of the period of enrollment except for:

• Items that were specially ordered for a particular student and cannot be used or sold to another student

• Items that were returned in a condition that prevents them from being used by or sold to new students

• Nonrefundable fees for goods and/or services provided by third-party vendors

Indiana Minimum Cancellation and Refund Policy

The postsecondary proprietary education institution shall pay a refund to the student in the amount calculated under the refund policy specified in this section or as otherwise approved by the commission. The institution must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

The following refund policy applies to each resident postsecondary educational institution:

The student is entitled to a full refund if one or more of the following criteria are met:

A. The student cancels the enrollment application within six business days after signing.

B. The student does not meet the school's minimum admission requirements.

C. The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the school.

D. If the student has not visited the school prior to enrollment and withdraws within three days of touring the school or attending the regularly scheduled orientation/classes.

After beginning classes, Indiana residents who withdraw from the school are entitled to the following refund amounts less an enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100):

A. After attending one week or less, ninety percent (90%).

B. After attending more than one week but equal to or less than twenty-five percent (25%) of the program, seventy-five percent (75%).

C. After attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the program, fifty percent (50%).

D. After attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the program, forty percent (40%).

E. After attending more than sixty percent (60%) of the program, the student is not entitled to a refund.

Nevada Refund Policy*

Effective March 1, 2016

If the institution has substantially failed to furnish the program agreed upon in the enrollment agreement, the institution shall refund all money that the student has paid. If a student cancels their enrollment before the start of the program, the institution shall refund all money that the student has paid, minus 10 percent of the tuition or $150, whichever is less. If a student withdraws or is expelled after the start of the program and before the completion of more than 60 percent of the program, the institution shall refund the student a pro rate amount of the tuition minus 10 percent of the tuition or $150, whichever is less.

If a student withdraws or is expelled by the institution after completion of more than 60 percent of the program, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition.

If a refund is owed, the institution shall issue the refund within 15 calendar days after the date of cancellation by a student, date of termination by the institution or the last day of attendance.

Books, educational supplies or equipment for individual use are not included in the policy described above. A separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds on a case-by-case basis.

A period of a student's attendance must be measured from the first day of instruction through the student's last day of actual attendance, regardless of absences. The period of time for a program is the period set forth in the enrollment agreement. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and fees.

All Other States Policy

Students whose original state of residence is California should refer to their enrollment agreement addendum for their state's minimum refund policy. In cases where the refund policy differs from those shown above, students receive the more favorable refund. For students from all other states, the refund is calculated according to the Chamberlain policy and the policy of the student's original state of residence. The student receives the more favorable refund.

Add/Drop Period

The add/drop period is through Sunday following the first day of class. The first day for on-site courses is the first scheduled day the class meets. The first day of class for online and blended courses is the first Monday of the session. Course additions are subject to academic approval by the academic dean. Students completely withdrawing from the institution, even during the drop period, will receive a Withdrawal (W) grade in the course(s). Students who withdraw from a course will be considered for a tuition refund under the tuition refund policy. Contact a student support advisor prior to making the change to determine how financial aid status will be affected.

* For students residing in the state of Nevada.

TYPES OF FINANCIAL ASSISTANCE

Chamberlain offers students several payment plan options for paying tuition, book charges and any required electronic materials that have posted to their student account. Additional information can be obtained from a student support advisor.

Delinquent payments may result in loss of ability to participate in Chamberlain's payment plans. If delinquencies are not resolved, students may also be financially suspended from Chamberlain. Any student account balance owed when a student leaves Chamberlain must be repaid in accordance with applicable provisions.

For more information visit, **chamberlain.edu/financialaid**.

FEDERAL STUDENT AID PROGRAMS

There are three categories of federal financial assistance:

- **Grant** – aid that does not need to be repaid.

- **Loan** – aid that must be repaid, but generally not until students have graduated, enroll less than half-time or stop attending school.

- **Work-study** – wages for part-time, educationally related, student or community-service employment.

To help students pay for post-secondary education, the U.S. Department of Education offers federal financial aid to those who qualify. In accordance with the Higher Education Act of 1965, as amended (HEA), Chamberlain permits all students to purchase books and supplies from the Chamberlain Bookstore and to charge these expenses to their student accounts. Federal Student Aid recipients who do not wish to purchase books and supplies from the Chamberlain Bookstore may qualify for a stipend to assist with these expenses. For more information on the program or to determine eligibility, students must speak with their student support advisor and complete the Books and Supplies Stipend Request form prior to the start of the semester. Chamberlain is eligible to participate in the following programs:

FEDERAL PELL GRANTS

Federal Pell Grants help fund post-secondary education for undergraduate students who have not previously earned a bachelor's degree. For many students, these grants provide a foundation of financial aid to which aid from other sources may be added.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

Federal Supplemental Educational Opportunity Grants (FSEOG) provide supplemental funds to undergraduate students with exceptional need, with priority given to Federal Pell Grant recipients. To be eligible for FSEOG, students must be enrolled in an undergraduate program and have not previously earned a bachelor's degree or first professional degree. Exceptional need is defined as the lowest Expected Family Contribution (EFC) per federal-need-analysis methodology. Because FSEOG funds are limited, students should apply for these grants by completing their Free Application for Federal Student Aid (FAFSA®) as early as possible.

FEDERAL WORK-STUDY (FWS)

Federal Work-Study (FWS) allows students who demonstrate financial need to earn a portion of their educational expenses. Students must complete the FAFSA to be considered for FWS funds. In this program, students earn at least the current hourly minimum wage by working at Chamberlain or in community service roles. Chamberlain helps eligible students locate Federal Work Study positions. Certain restrictions apply.

FEDERAL DIRECT LOANS®

Direct Subsidized, Direct Unsubsidized and Direct PLUS Loans obtained through the Direct Loan Program® are acquired directly from the U.S. Department of Education. Students who receive a student loan of any type have a legal obligation to repay the loan. The student's degree of success at Chamberlain does not alter this obligation.

Federal Direct Subsidized & Federal Direct Unsubsidized Loans

Undergraduate and graduate students may be eligible for the Direct Loan Program. These are low-interest loans that offer a range of flexible repayment options. Repayment can also be deferred while the student is enrolled at least half-time. Loan amounts are based on a number of factors, including the number of credit hours earned toward your degree.

- **Federal Direct Subsidized Loans:** Available to undergraduate students who demonstrate financial need and otherwise meet the eligibility criteria. The federal government pays the interest on the loan while the student continues to be enrolled at least half time.

- **Federal Direct Unsubsidized Loans:** Available to undergraduate and graduate students, regardless of financial need. The student is responsible for the interest accrued on the loan. The student may allow the interest to accumulate over the loan period, but Chamberlain suggests that the student pay the interest quarterly.

Undergraduate students enrolled at least half-time may borrow – from Federal Direct Subsidized and Unsubsidized Loans – a maximum of $5,500 for the first complete academic year (two semesters), $6,500 for the second complete academic year and $7,500 per academic year after they have completed their second year of study. Students who are independent by federal definition (and students whose parents cannot borrow a Federal Direct PLUS Loan) may borrow an additional $4,000 per academic year in Federal Direct Unsubsidized Loans for each of the first two completed academic years and an additional $5,000 per academic year after completing the second academic year.

FAFSA, Direct Loans and the Direct Loan Program are registered trademarks of the U.S. Department of Education.

The amount borrowed may not exceed the cost of attendance minus other aid per academic year. The aggregate limit for dependent students is $31,000, up to $23,000 of which can be Federal Direct Subsidized Loans. The limit for independent students (and dependent students whose parents cannot borrow a Federal Direct PLUS Loan) is $57,500, up to $23,000 of which can be Federal Direct Subsidized Loans. Students begin repaying the loan six months after ceasing to be enrolled at least half-time. Additional information on interest rates and loan fees for Federal Direct Loans is available via: **studentaid.ed.gov/types/loans/interest-rates**.

Graduate students enrolled at least half-time may borrow a maximum of $20,500 per academic year (two semesters), but the amount borrowed may not exceed the cost of attendance minus certain other aid per academic year. The aggregate limit for graduate students is $138,500, up to $65,500 of which can be Federal Direct Subsidized Loans. Additional information on interest rates and loan fees for Federal Direct Loans is available via: **studentaid.ed.gov/types/loans/interest-rates**.

Students may not be eligible for Federal Direct Loans at the graduate level if they have exceeded undergraduate loan limits. Undergraduate Federal Direct Loan limits cannot exceed $57,500 of combined Federal Direct Subsidized and Federal Direct Unsubsidized loans, of which up to $23,000 can be Federal Direct Subsidized Loans. Satisfactory repayment of the amounts in excess of the aggregate limits must be made in order to regain eligibility.

Monthly payments are based on aggregate borrowing, though the minimum monthly payment is $50 for each loan. Repayment is usually completed within ten years. Students who leave school or drop below half-time status are contacted by their loan servicer to establish repayment schedules. Students must notify their student support advisor and their lender of a change in address.

Federal Direct PLUS Loans & Federal Direct Graduate PLUS Loans

These loans allow graduate students and parents of undergraduate students who are dependent by federal definition to borrow a maximum of educational costs less financial aid per academic year (two semesters). Additional information on interest rates and loan fees for Federal Direct Loans is available via **studentaid.ed.gov/types/loans/interest-rates**. A credit check is performed to establish creditworthiness.

Preparatory Coursework

A student not enrolled in a degree program is eligible for Direct Subsidized/Unsubsidized Loans for up to one year if the student is taking coursework necessary for enrollment in the Doctor of Nursing Practice (DNP) program.

If enrolled at least half-time in DNP prerequisite courses, the student is eligible for loans for one consecutive 12-month period beginning on the first day of the loan period. If the period of preparatory courses spans more than one academic year, the student may receive multiple loans. To be eligible for loans under the preparatory coursework exception, the student must be taking courses that are a prerequisite for admission to the DNP program.

STATE-FUNDED PROGRAMS

In addition to federal financial assistance, state grant and scholarship programs may be available to students who demonstrate financial need or who have successfully achieved certain academic qualifications. Typically, state grant recipients must attend an institution in their home state, and they or their parents must have resided in the state for a specified period of time. Proof of residency is usually required.

NON-FEDERAL STUDENT LOANS

Many lenders also offer private loans to students to supplement their federal financial aid. Such loans are not subject to federal student loan rules. Terms of repayment, including interest rates, vary by loan. Lenders perform a credit check and determine a loan applicant's creditworthiness before approving these loans. A loan applicant also may be required to provide a credit worthy co-signer before a loan will be approved. Additional information and application assistance are available from a student support advisor.

LOAN EXIT COUNSELING

Federal student aid regulations require that all borrowers complete loan exit counseling for their Federal Direct and/or Federal Perkins Loans. Students must complete loan exit counseling when they are graduating, leaving Chamberlain or enrolling for fewer than six credit hours. Loan exit counseling notifications are provided to all identified students. Student borrowers who have not completed loan exit counseling will be contacted by a student support advisor to facilitate the process.

AMERICORPS

Education awards earned through service in AmeriCorps, a program allowing Americans to perform community service in local projects, may be used to help pay educational costs. These awards also may be used to repay educational loans. Students may work on AmeriCorps-approved projects either full- or part-time, before, during or after attending a post-secondary institution. Further information is available at **nationalservice.gov.**

VETERANS' BENEFITS

Students who may qualify for veterans' educational benefits should notify their Chamberlain admission representative and meet with their student support advisor regarding eligibility as far in advance of their scheduled class start date as possible. For the purpose of certifying Veterans Affairs (VA) benefits, students are required to submit all official transcripts from previously attended institutions. Previously passed courses which must be repeated to meet re-entry requirements, will be excluded from total hours reported to the U.S. Department of Veterans Affairs.[*] It is the student's responsibility to be aware of prior credit eligible for transfer. Many Chamberlain campuses participate in the Yellow Ribbon GI Education Enhancement Program, which is available for eligible students utilizing Chapter 33 benefits. Additional information is available from a student support advisor.

Chamberlain reports enrollment to the Department of Veterans Affairs on a per session basis aligning with academic calendar session dates. Certification is sent based off a session's enrollment status. Undergraduate full-time enrollment is six credit hours per session. Graduate full-time enrollment is three credit hours per session.

Chamberlain notifies the Department of Veterans Affairs of those students who are receiving veterans' education benefits and whose status is academic warning. For details on standards of academic progress, refer to the Student Academic Standards section of this catalog.

Students on academic warning are eligible to receive veterans' education benefits for that semester. A student who has been dismissed for failing to meet standards of academic progress may appeal for reinstatement. Those with approved appeals remain eligible for veterans' education benefits. Students who do not successfully appeal their dismissals are dismissed and have their enrollment certifications terminated. The VA is notified of such dismissals.

Veteran students must notify the chief location administrator/student support advisor immediately upon withdrawal from school or from a course. For students receiving veterans' education benefits, Chamberlain notifies the VA of changes in student status within 30 days of the official last date of attendance.

Veterans utilizing Chapter 31, Vocational Rehabilitation and Employment or Chapter 33, Post 9/11 benefits are permitted to enroll in courses once proof of VA education benefit eligibility and the Chamberlain VA New Student Checklist is provided. The institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries other institutional facilities or require that a covered individual borrow loans because of the individual's inability to timely meet their financial obligations to the institution due to delayed disbursement of funding from the VA under chapter 31 or 33.

Penalties, fees and/or finance-related registration holds may be assessed by the institution if there is an unpaid difference between the amount of the student's financial obligation and the amount of the anticipated or actual VA education benefit disbursement. The student is responsible for charges and fees that are not covered by the Department of Veterans Affairs including but not limited to: the cost of repeat courses that were previously passed, printed books that are not required, admissions fees, screening charges, bookstore orders that are not required for a course, badge replacements, parking fees or other non-institutional charges.

[*] Effective for applicants/students starting or resuming studies for the September 2020 and beyond session in applicable nursing and/or science or science elective courses.

EMPLOYER TUITION REIMBURSEMENT

Some students may be eligible for employer tuition reimbursement benefits. Students should contact their work supervisor or human resources department to determine whether tuition reimbursement is available.

Tuition reimbursement does not eliminate a student's responsibility to pay tuition before the start of each semester.

ADDITIONAL SOURCES

Many national, regional and local groups and organizations sponsor scholarships and/or loans. Some of these sources are from the National League for Nursing (NLN) and state nurses' associations. To explore the numerous sources of financial assistance, to obtain an application or learn about priority dates for applications, consult a student support advisor or visit **chamberlain.edu/scholarships**.

CHAMBERLAIN SCHOLARSHIP OPPORTUNITIES

Chamberlain offers a range of merit- and need-based scholarships to assist students in funding their tuition, including:

Undergraduate Student Scholarships

• Navigate to Nursing (N2N) Scholarship Program

• Continuing Education Scholarship

• Horizon Scholarship

• Bridge Scholarship

• DAISY Scholarship

Graduate Student Scholarships

• Clinical Educator Scholarship

• DAISY Scholarship

Eligibility Requirements

1. Acceptance in a Chamberlain degree program* (colleagues of Adtalem Global Education or any Adtalem Global Education institution are not eligible).

2. If a student is eligible for multiple benefits (Chamberlain group tuition pricing and/or multiple scholarships), the one benefit that is in the student's best financial interest will be applied.

3. Scholarships will not be awarded in excess of tuition within each semester.

NOTE: Scholarship recipients are responsible for all other educational expenses.

* Navigate to Nursing participants are only eligible for the Navigate to Nursing Scholarship.

For a complete listing of Chamberlain scholarship opportunities, contact a student support advisor or visit **chamberlain.edu/scholarships**.

CHAMBERLAIN PAYMENT PLANS

Chamberlain offers payment plans to students to assist with paying for tuition, books and any required electronic materials. Chamberlain's standard payment plan provides students with a monthly payment plan developed using their expected enrollment and financial assistance funding. Delinquent payments may result in registration holds and loss of ability to participate in payment plans. Any student account balance owed when a student leaves Chamberlain must be repaid to Chamberlain within four months of the date attendance ceased, in accordance with terms of Chamberlain's student account agreement.

Some students also may qualify for additional payment plans. Further information is available from a student support advisor. Failure to make scheduled payments may result in dismissal from class and loss of ability to participate in Chamberlain payment plans.

FINANCIAL AID PROCESS

Chamberlain assists students in developing plans for financing their education through a combination of financial-assistance programs (if eligible), family contributions, employer tuition reimbursement (when available) and Chamberlain payment plans.

Students are eligible for federal student aid if they:

• Are enrolled as a matriculating student in an eligible program

• Are a U.S. citizen or eligible non-citizen

• Demonstrate financial need (for need-based financial aid)

• Make satisfactory academic progress toward completing their degree program

• Are not in default on a Federal Perkins/NDSL, Federal Direct, Federal Stafford, Federal SLS, Income Contingent Loan or Federal Direct PLUS Loan received at any institution

• Do not owe refunds on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent (SMART) Grant or State Student Incentive Grant (SSIG) received at any institution

• Register with Selective Service (if you are a male born on or after January 1, 1960 or over 18 years of age and not currently in the armed forces)

• Have a high school diploma or equivalent

HOW TO APPLY FOR FINANCIAL AID

The first step in qualifying for financial assistance is completing the Free Application for Federal Student Aid (FAFSA®), which serves as an application for all federal and many state student aid programs.

The FAFSA can be filed electronically at **studentaid.gov**. Be sure to include the Chamberlain school code **006385**. Students attending the Indianapolis campus, or RN-BSN option students residing in Indiana, please include **E02182** as your first school code (in addition to 006385) to be considered for Indiana state grant funds. Chamberlain's priority deadline for filing the FAFSA is March 1st. The FAFSA should be filed within two weeks of application for admission and must be renewed each year. Prompt submission assures consideration for maximum available financial aid. The information reported on the FAFSA is used to determine the Expected Family Contribution (EFC). After the FAFSA has been processed, the student will receive a Student Aid Report (SAR). The student and/or family must review the SAR for accuracy and update the FAFSA with any necessary corrections. Financial need is determined by subtracting the EFC from the Cost of Attendance.

The foundation for all assistance packages is contributions from student and family income and assets. Chamberlain provides students with award announcements indicating the amount of financial aid for which they may be eligible and sources from which the aid may be received.

Reinstated/readmitted students may be considered for financial aid if they meet all eligibility requirements. Retaking coursework may impact students who are receiving certain forms of financial assistance. Students who retake a course should contact their student support advisor prior to registering for the course to determine if their financial aid will be affected.

Chamberlain complies with all applicable state and federal equal-credit opportunity laws. However, Chamberlain cannot guarantee financial assistance or credit to any student.

Financial Need

Financial Need is based on the following formula:

> **Cost of Attendance (Direct and Indirect Costs)**
> − **Expected Family Contribution (EFC)**
> _____
> = **Financial Need**

Direct Costs: Tuition, fees, books and supplies.

Indirect Costs: Transportation, personal expenses and room and board.

Expected Family Contribution (EFC): EFC is determined by a federally defined formula using information you provide on your Free Application for Federal Student Aid (FAFSA).

To determine your eligibility, it is important that you inform your Chamberlain student support advisor of recent changes to your family's financial situation (loss of job or income, change in marital status, death of a family member, etc.) in writing with as much detail as possible.

FAFSA is a registered trademark of the U.S. department of Education.

General Eligibility for Federal Programs

In order to qualify for federal financial assistance,[*] you must:

- Enroll as a degree-seeking student
- Be a U.S. citizen or an eligible non-citizen
- Demonstrate financial need for need-based aid programs
- Maintain satisfactory academic progress
- Not be in default on a federal educational loan
- Not owe a refund on a federal educational grant
- Register with Selective Service (if you are a male born on or after January 1st, 1960 or over 18 years of age and not currently in the armed forces)
- Have a high school diploma or equivalent

* Financial aid available for those who qualify.

Dependency Status

The federal government has established how dependency status is determined for federal financial aid purposes. If a student is considered a dependent, their parents' income and asset information must be included on the FAFSA. This information will be used in addition to the student's income and asset information to determine the Expected Family Contribution (EFC).

To determine your dependency status, please visit **https://studentaid.gov/apply-for-aid/fafsa/filling-out/dependency**.

VERIFICATION

The federal government requires some federal student aid applicants to verify the accuracy of information on their FAFSA. Chamberlain requires selected applicants to submit requested documentation before awarded need-based aid is disbursed. Therefore, students and their spouses or parents may be required to submit a prior-year federal tax transcript and additional information. If information on any documents in a student's file conflicts with information on the FAFSA, students may be required to provide additional information; failure to do so results in loss or non-receipt of aid.

If Chamberlain suspects that an individual falsified information and/or altered documentation to increase aid eligibility and fraudulently obtain federal funds, Chamberlain will file a report with the Office of the Inspector General and/or local law enforcement officials.

FEDERAL STUDENT AID STATUS FOR INCARCERATED INDIVIDUALS

Currently incarcerated individuals have limited eligibility for federal student aid. Applicants who are incarcerated and students who become incarcerated must report this information to the Student Service Office.

FEDERAL RETURN OF FUNDS POLICY

According to federal regulations, a federal refund calculation must be performed if a student receiving financial aid withdraws completely from all classes after the start of the enrollment period.

Length of enrollment is equal to the number of calendar days, including weekends and holidays, in the periods in which the student was registered. Breaks of five days or more are excluded.

The withdrawal date is the date the student begins the official withdrawal process – electronically, in writing, in person or by telephone, whichever is earlier – or otherwise officially notifies the institution of their intent to withdraw. For students who withdraw without notification the school may use the last date of academic attendance as the withdrawal date. Failure to notify the Student Service Office of a withdrawal may result in additional tuition liability.

Return of funds is calculated as follows:

- If the student's percentage of enrollment period completed is greater than 60 percent, the student has earned – and must repay – 100 percent of the federal aid received

- If the student's percentage of enrollment period completed is 60 percent or less, the calculated percentage of enrollment will be used to determine the amount of aid returned

Federal aid refunds are distributed in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grand
5. Federal Supplemental Education Opportunity Grant (FSEOG)
6. Other Title IV aid programs
7. State grants and/or private or other institutional aid
8. To the student

Students that have a change in academic standing that makes them ineligible for Title IV aid will have those funds returned.

SATISFACTORY ACADEMIC PROGRESS

In order to receive federal aid, a student must maintain satisfactory academic progress in accordance with the Higher Education Act of 1965, as amended (HEA). Chamberlain requires all students to meet standards to remain enrolled at the institution.

FINANCIAL AID POLICIES

Financial Aid Warning

If a student fails to maintain satisfactory academic progress, the student will be placed on financial aid warning, as well as academic warning, for the next semester. During that semester, the student will remain eligible to receive Title IV HEA program funds. The student will receive written notification regarding the terms of the warning. After the warning period, the student's progress will be evaluated and the following will result:

1. If the student has met the minimum standards of satisfactory academic progress, the student is considered to be in good standing.

2. If the student has not met the minimum standards of satisfactory academic progress, the student is no longer eligible for Title IV HEA program funds and is academically dismissed.

Financial Aid Probation

Financial aid probation occurs when a student fails to make satisfactory academic progress and successfully appeals. Eligibility for aid may be reinstated for one semester. A student must meet satisfactory academic progress by the end of that semester, unless the approved appeal includes an academic plan. Progress of the plan will be evaluated after the next enrolled semester. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid. The student is not eligible to receive VA benefits, even if meeting the requirements of the academic plan, until the student is meeting the standard satisfactory progress requirements. If the student fails to meet the conditions of the plan, or an academic plan was not part of the approved appeal, the student will be dismissed and is no longer eligible for Title IV HEA program funds.

Financial Aid Leave-of-Absence Policy

Federal regulations prohibit the disbursement of federal loans to a student while on a leave of absence. If a student does not enroll for the semester immediately following the leave of absence, the date of withdrawal will be the last date of attendance.

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MSN, University of Tennessee
PhD, University of Florida

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Associate Provost, Social Mission
BSN, Excelsior College
MSN, Stony Brook University
Doctor of Education in Educational
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BSED, Truman State University
MS, National Louis University
SHRM SCP, Society of Human
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MSN, University of Phoenix
DNP, Touro University

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BS, University of the West Indies
MS, University of Warwick

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MBA, Keller Graduate
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BA, Illinois State University
MHRM, Keller Graduate
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BS, University of Minnesota

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BSN, University of Arizona
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BA, Marquette University
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EdD, University of Pennsylvania

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JD, Northern Kentucky University
MBA, Northern Kentucky University
MSW, University of Louisville
PhD, University of Kentucky

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ADN, McLennan Community College
MSN, Texas A&M University – Corpus Christi
DNP, George Washington University

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BSN, Florida Atlantic University
MSN, Florida Atlantic University
PhD, Barry University

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Finance & Academic Advising*
BS, Marquette University
MPM, Keller Graduate School

Chamberlain University General Education Core Leadership & Faculty

Administration

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Dean, General Education
BA, Defiance College
BS, Defiance College
MA, Defiance College
PhD, The University of Toledo

Orlando Lobaina, EdD
Associate Dean, Faculty
BA, Appalachian Bible College
MA, Liberty University
EdS, Liberty University
EdD, Liberty University

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Associate Dean, Faculty
BS, Southwest Missouri State University
MA, Southwest Missouri State University
MA, University of Missouri
EdD, Nova Southeastern University

Tara Mills, EdD, MBA, MA
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BA, University of California – Santa Barbara
MA, Monterey Institute
of International Studies
EdD, University of Phoenix

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Associate Dean, Faculty
BS, Gujarat University – India
MS, Gujarat University – India
PhD, Arizona State University

Faculty

Audrie Cruz-Sealey, PhD
Assistant Professor, Mathematics
BS, Texas State University
MS, Tarleton State University
PhD, Capella University

Darcy Schultz, PhD
Associate Professor, English
BS, Central Missouri State University
MA, University of Nebraska at Kearney
PhD, University of Nebraska at Lincoln

College of Nursing Undergraduate/ Pre-Licensure Leadership & Faculty – Campus

Administration

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BA, Marquette University
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BSN, Southwest Baptist University
MSN, University of Phoenix
DNP, Walden University

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BSN, Memorial University of Newfoundland
MN, Athabasca University
DNP, American Sentinel University

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BSN, St. Louis University
MSN, St. Louis University
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MSN, Abilene Christian University
MPA, Golden Gate University
PhD, University of Oklahoma

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BSN, Lourdes College
MSN, Medical College of Ohio
NP, West Virginia University
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MA, University of Phoenix
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BSN, Pacific Lutheran University
MSN, Chamberlain University
College of Nursing
DNP, University of Missouri – Columbia

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BS, Hampton University
MEd, American Intercontinental University
EdD, Northeastern University
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MSN, Lehman College
PhD, Barry University

Arizona Phoenix Campus

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LPN, Catherine McAuley
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FNP, Grand Canyon University

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MSN, Chamberlain University
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MSN Ed, University of Phoenix

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MSN, Walden University

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MSN, Arizona State University

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MS, Arizona State University
PhD, Catholic University of America

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MSN, Grand Canyon University

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MSN, Chamberlain University
College of Nursing

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California
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MSL, Walden University
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MBA/MIT, Kaplan University

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MSN, Western Governors University

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BBA, James Madison University
MAT, James Madison University

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BBTM, Devry University

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BSN, Nova Southeastern University

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MSN, Chamberlain University
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Nursing Faculty

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MPA, Barry University
MSN, West Coast University

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MPH, Florida International University
DHSc., Nova Southeastern University

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MSN, Walden University
PhD, Capella University

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DNP, Chamberlain University
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Georgia
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College of Nursing

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BSN, University of Detroit
MSN, South University
DNP, Chamberlain University
College of Nursing

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MSN, Chamberlain University
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MSN Ed, Western Governors University

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BSN, Keuka College

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MSN, Sentinel University

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MSN, Norwich University

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DNP, Chamberlain University
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BSN, Kennesaw University
MSN Ed, Grand Canyon University

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Student Learning Specialist
BA, University of Memphis
BSN, Columbus State University
MSN Ed, Capella University

Claudette Spencer, MSN
Instructor
BSN, Thomas Edison State College
MSN, Thomas Edison State College

Erica Sutton, MSN Ed, RN, PCCN
Student Learning Specialist
BSN, East Carolina University
MSN, Western Governors University

Alade (Abi) Tawakalitu, MSN, RN
Instructor
RN, Berry College
RN, Emory University
MSN, The University of West Georgia

Beth Usry, MSN Ed, RN, CNE, CPN
Instructor
Diploma, Georgia Baptist College of Nursing
BSN, University of Texas – Arlington
MSN Ed, Western Governors University

**Brenda S. Williams
DNP, MSN Ed, RN, CNEcl**
Clinical Instructor
CNEcl, National League of Nursing
ASN, Dalton State College
BSN, University of West Georgia
MSN, American Sentinel University
DNP, Chamberlain University
College of Nursing

Amber Willis, DNP, MSN Ed, RN
Assistant Professor
BSN, Georgia Baptist College
of Nursing of Mercer University
MSN, Grand Canyon University
DNP, Grand Canyon University

Illinois
Addison Campus

Administration

Janet L. Snow, PhD, MSN, RN
President, Addison Campus
BSN, University of Illinois
MSN, University of California
PhD, Rush University

Crystal Paunan, DNP, MSN, RN, CNE
Dean, Academic Affairs
BSN, Elmhurst College
MSN, Elmhurst College
DNP, Chamberlain University
College of Nursing

Lisa Petschenko, MS
Director, Campus Operations
BA, Lindenwood University
MS, Lindenwood University

Debbie Graves, MS, RN
Assistant Dean, Student Learning
BSN, University of Maryland – Baltimore
MS, Northwestern University

Bridget Hannum, PhD, APRN, NP-C
Associate Dean, Student Learning
BSN, Loyola University
MS, North Park University
PhD, University of Illinois – Chicago

Paul Mueller, PhD, BS
Associate Dean, General Education
BS, Beloit College
PhD, University of Iowa

Melva Price, MSN, RN
Associate Dean, Faculty
AAS, Rock Valley College
MSN, Rock Valley College

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Catherine Schlosser, MSN, RN
Associate Dean, Faculty (Evening Program)
BSN, Olivet Nazarene University
MSN, Olivet Nazarene University

Stephanie Suk, DNP, MSN, RN
Associate Dean, Faculty
BSN, University of Illinois
MSN, University of Illinois
DNP, Chamberlain University
College of Nursing

Nursing Faculty

Jon Aagesen, DNP, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing
DNP, Chamberlain University
College of Nursing

Elizabeth Anderson, MSN, RN
Instructor
BSN, Elmhurst College
MSN, Chamberlain University
College of Nursing

Eulonda Bennett, MSN, RN
Instructor
BSN, University of Wisconsin – Milwaukee
MSN, William Carey University

Khrystyna Bugay, MSN, RN
Instructor
BSN, North Park University
MSN, North Park University

Mayra Correa, MSN, RN
Instructor
BSN, St. Cloud University
MSN, University of St. Francis

Jonita deVilliers, MSN, RN
Instructor
RN, Harper College
MSN, University of Grand Canyon

Lee Erickson, MSN, RN-BC, CNE
Instructor
BS, Florida State University
MSN, University of Phoenix

**Karen O. Gutsmiedl
MSN-APRN, FNP-BC**
Instructor
BSN, Resurrection University
MSN, Chamberlain University
College of Nursing

Katherine Hess, MSN, RN, BC
Assistant Professor
BSN, Northern Illinois University
MSN, Northern Illinois University

Mini Johnson, MSN, RN-BC
Assistant Professor
BSN, Shreemati Nathibai
Damodar Thackersey Women's
University – Mumbai, India
MSN, Walden University

Carol L. Keeth, PhD, MSN, RN
Associate Professor
BSN, University of Illinois
MSN, Rush University
PhD, Rush University

Jin Kim, PhD, RN
Associate Professor
BSN, Korea University
MSN, Loyola University
PhD, University of Illinois – Chicago

Janie Lane, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Clarinda Luat, MSN, RN
Instructor
BSN, Far East University
MSN, University of Phoenix

Ruthmarie MacKenzie, MSN, RN
Instructor
BSN, Aurora University
MSN, University of Arizona

Charista Maranan, DNP, MSN, RN
Instructor
BSN, Northern Illinois University
MSN, Chamberlain University
College of Nursing
DNP, Chamberlain University
College of Nursing

Denise Mayo, MSN, RN
Instructor
BSN, Northern Illinois University
MSN, American Sentinel University

Rebecca Modena, MSN, RN, CCRN
Instructor
BSN, Purdue Northwest
MSN, Benedictine University

Erika Moon, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Victoria Muka, MSN, RN
Instructor
BSN, Benedictine University
MSN, Benedictine University

Cynthia Parducci, MSN, RN
Instructor
BSN, Lewis University
MSN, Chamberlain University
College of Nursing

Ewalina Poplawski, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Gladys Reillo, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Maria Rice, DNP, MSN, RN
Instructor
BSN, Lewis University
MSN, Purdue University
DNP, Chamberlain University
College of Nursing

Michelle Sadko, DNP, MSN, RN
Instructor
BSN, North Park University
MSN, Benedictine University
DNP, University of St. Francis

Linda Smith, DNP, MSN, RN
Assistant Professor
BSN, Northern Illinois University
MSN, University of Illinois

Lisa Suffield, DNP, MSN, RN
Assistant Professor
BSN, Rush University
MSN, South University
DNP, Chamberlain University
College of Nursing

Sarah Urban, PhD, RN, CNE
Assistant Professor
BSN, Pensacola Christian College
MSN, Pensacola Christian College
PhD, Walden University

Harriet VanCura, MSN, RN
Instructor
BSN, Benedictine University
MSHSA, St. Francis University
MSN, Lewis University

Kunjumole Yesudasan, MSN, RN
Instructor
MSN, Grand Canyon University

Chicago Campus

Administration

Simendea Clark, DNP, RN
President, Chicago Campus
BSN, Michigan State University
MSN, Rush University
DNP, Chamberlain University
College of Nursing

Annie Ryan, MSN, RN
Dean, Academic Affairs
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Harrell Jordan, MSN, RN
Associate Dean, Faculty
BS, University of Illinois
MSN, DePaul University

Alison Metelmann, MSN, RN
Associate Dean, Faculty
BA, DePauw University
MSN, Rush University

Dalia Samaan, PhD
Associate Dean, Faculty – General Education
BS, St. Xavier University
PhD, University of Illinois – Chicago

Nesreen Tawfic, DNP, MSN, RN
Assistant Dean, Student Learning
BS, Loyola University Chicago
MSN, DePaul University
DNP, Chamberlain University
College of Nursing

Odessa Williams, DNP, MSN, RN
Associate Dean, Faculty
BSN, Saint Xavier University
MSN, Loyola University Chicago
DNP, Chamberlain University
College of Nursing

Ellen Yau Wang, MSN, RN, APN, FNP-BC
Associate Dean, Student Learning
BSN, Resurrection University
MSN, Chamberlain University
College of Nursing

Laurence Brueck
Director, Campus Operations
BS, Northeastern University
MHEA, North Park University

Brett Hogen
Director, Admission
BS, Carthage College

Nursing Faculty

Patrianne Abad, MSN, PCCN
Assistant Professor
BSN, United Doctors of Science in Nursing
MSN, University of Phoenix

Kristen Becker, MSN, RN
Instructor
BSN, Seattle Pacific University
MSN, Gonzaga University

Alison Chen, MSN, RN
Instructor
BS, University of Illinois
BSN, Lewis University
MSN, Chamberlain University
College of Nursing

Kelly Ellis, MSN, CNM
Instructor
BSN, Bowling Green State University
MSN, University of Cincinnati

Betty Gammon, MSN, RN, MOT, CNE
Assistant Professor
BSN, Aurora University
MSN, Aurora University

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Demetris Hogan, DNP, MSN, MBA, RN
Instructor
BA, Robert Morris College
MBA, University of Phoenix
MSN, University of Phoenix
DNP, Chamberlain University
College of Nursing

Neelum Jalil, MSN, RN
Instructor
BSN, North Park University
MSN, North Park University

Kirby Jarzeboski, MSN, RN
Instructor
BS, Western Michigan University
MSN, Elmhurst College

Engelberth Luat, MSN, RN
Instructor
BSN, Far Eastern University
MSN, University of Phoenix

Deborah Martin, MSN, RN
Instructor
BA, Elmhurst College
MSN, Elmhurst College

Deniece Mensah, DNP, MS, FNP, CCRN
Instructor
BSN, Lakeview College of Nursing
MS, Indiana State University
DNP, Chamberlain University
College of Nursing

Lissette Mondragon, MSN, BSN, RN
Instructor
BSN, Resurrection University
MSN, Chamberlain University
College of Nursing

Salimah Muhammad, MSN, RN
Instructor
BSN, Rush University Medical Center
MSN, University of Phoenix

Erin Pearson, MSN, MBA
Instructor
BS, Northern Illinois University
MBA, Saint Xavier University
MSN, DePaul University

Elizabeth Szwajnos, MSN, RN, FNP
Instructor
BSN, Lewis University
MSN, Chamberlain University
College of Nursing

Jessica Wirtz, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Leslie Worrell, MS, ABO
Assistant Professor
BS, University of Illinois – Springfield
MS, University of Illinois – Springfield

Tinley Park Campus

Administration

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BSN, University of Illinois – Chicago
MSN, Governors State University
DNP, Rush University

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BA, Elmhurst College
MS, DePaul University
FNP Certificate, DePaul University
DNP, DePaul University

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DNP, Chamberlain University
College of Nursing

Fiona Groninger-Poe, PhD
Associate Dean, Faculty – General Education
BS, Manchester University
PhD, University of Illinois

Amber Matocha, MSN
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BSN, Valparaiso University
MSN, Chamberlain University
College of Nursing

Damon M. Sloan, EdD
Director, Campus Operations
BS, Ball State University
BA, Siena Heights University
MS, Kansas State University
EdD, University of St. Francis

Nursing Faculty

Amer Awwad, MBE
Instructor
BSc, York University
PG Certificate – Medical Human Anatomy, University of Florida
MBE, University of Pennsylvania

Christina Galassi, DNP, RN
Assistant Professor
BSN, Lewis University
DNP, Governors State University

Lynda Garrison, MSN, RN
Assistant Professor
BSN, St. Xavier University
MSN, St. Xavier University

Ameca Grass, MSN, RN
Instructor
ADN, South Suburban College
BSN, Purdue Calumet university
MSN, Chamberlain University
College of Nursing

Vanessa Howard, MSN, RN
Assistant Professor
MSN, Olivet Nazarene University

Gina Klabacha, MSN, RN-BC
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ADN, Northwestern College
BSN, Chamberlain University
College of Nursing
MSN, Grand Canyon University

Judith Larkin, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Michelle L. Miller, MSN, RN
Instructor
BSN, St. Ambrose University
MSN, Allen College

Teresa Pence, MSN, RN
Instructor
BSN, Mennonite College of Nursing
MSN, Olivet Nazarene University

Jennifer Pietranczyk, MSN, RN
Instructor
BSN, Mennonite College of Nursing
MSN, Chamberlain University
College of Nursing

Christina Sosnowski, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Tanya Spillman, MSN, RN
Instructor
ASN, Penn State University
BSN, Penn State University
MSN, Chamberlain University
College of Nursing

Aretha Watson, MSN, CNS, FNP
Instructor
FNP, Governors State
CNS, Governors State
MSN, Governors State

Jennifer Wedster, MSN, RN
Instructor
BSN, Purdue Calumet University
MSN, Chamberlain University
College of Nursing

Marta Zawadzka, MSN, RN
Instructor
MSN, Chamberlain University
College of Nursing

Indiana
Indianapolis Campus

Administration

Phyllis M. Eaton, PhD, RN, PMHCNS-BC
Interim Program Director
BSN, DePaul University
MSN, Hampton University
PhD, Hampton University

Wendy Cain, PhD
Associate Dean, General Education
BS, Olivet Nazarene University
MS, Purdue University
PhD, Capella University

Lea Brinkley, MSN
Associate Dean, Student Learning
BSN, Lakeview College of Nursing
MSN, Capella University

Nursing Faculty

Lisa Bond Price, MSN, RN
Instructor
BSN, University of Phoenix
MSN, University of Phoenix

Stacey De Leon, MSN, DNP
Assistant Professor
BSN, Saint Francis College
MSN, University of Phoenix
DNP, Touro University

Lisa Foreman, DNP, RN
Associate Professor
ASN, Marian University
MSN, Walden University
DNP, Chamberlain University
College of Nursing

Lesa Grose, MSN, RN
Assistant Professor
BSN, Indiana Wesleyan University
MSN, Walden University

Muriel Smith, MSN, RN
Instructor
ASN, Indiana University
BSN, Liberty University
MSN, Liberty University

Sarah Triplett, MSN, RN
Instructor
BSN, Southern Illinois University – Edwardsville
MSN, Olivet Nazarene University

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Louisiana
Chamberlain University
College of Nursing at
Ochsner Health
New Orleans Campus

Administration

Jennifer S. Couvillon, PhD, MSN, RN-BC
President, New Orleans Campus
BSN, Georgetown University
MSN, Georgetown University
PhD, Duquesne University

Walter W. Howell, Jr.
DNP(c), MSN, MBA, RN
Dean, Academic Affairs
ASN, Jefferson State Junior College
BSN, Samford University
MSN, University of Alabama – Birmingham
MBA, Augusta College
DNP(c), Chamberlain University
College of Nursing

Joshua Astle, MS
Associate Dean, General Education
MS, Idaho State University
BS, Idaho State University

Nedra Keenan, MSN, RN
Associate Dean, Student Learning
BS, James Madison University
BSN, James Madison University
MSN, Louisiana State University

Alonzo B. James III, DHSc, MMS
Director, Campus Operations
AS, Keiser College
BS, Warner Southern College
MMS, Nova Southeastern University
DHSc, Nova Southeastern University

Bridget Scott, BS
Assistant Director, Admission
BS, Southern University at New Orleans

Nursing Faculty

William Carlisle, DNP, MSN, RN
Assistant Professor
BS, Louisiana State University
School of Allied Health Sciences
BSN, William Carey College
MSN, Loyola University
DNP, Loyola University

Terrelle W. Foster, PhD, MSN, RN
Assistant Professor
BSN, Southern University
MSN, Southern University
PhD, Southern University

Cory Lacrouts, MSN, RN
Instructor
ASN, Our Lady of the Lake College
BS, Louisiana State University
BSN, University of Louisiana at Lafayette
MSN, Capella University

Janika C. Malveaux, MSN, RN
Instructor
ASN, Delgado Community College
BSN, Our Lady of the Lake
MSN, Our Lady of the Lake

Andrea Murdock, MSN, RN
ASN, Our Lady of the Lake College
BSN, Our Lady of the Lake College
MSN, Our Lady of the Lake College

Angelique White-Williams
DNS, APRN-CNS
Associate Professor
BSN, Dillard University
MA, Xavier University
MN, Louisiana State University
Health Sciences Center
DNS, Louisiana State University
Health Sciences Center

Michigan
Troy Campus

Administration

Phyllis M. Eaton
PhD, RN, PMHCNS-BC
President, Troy Campus
BSN, DePaul University
MSN, Hampton University
PhD, Hampton University

Tanya McFadden, EdD, RRT
Director, Campus Operations
AGS, Oakland Community College
AAS, Oakland Community College
BS, Siena Heights University
MA, Eastern Michigan University
EdD, Ferris State University

Rosalind Woodson, DNP, MSN, RN
Dean, Academic Affairs
BSN, Wayne State University
MSN, MBA, University of Phoenix
DNP, Oakland University

Faye Bradbury, PhD, MS
Associate Dean, Faculty – General Education
BS, University of California
MS, University of Michigan
PhD, University of Michigan

Hannah Lehrer, DNP, MSN, RN, CNE
Associate Dean, Faculty
AA, Lourdes College
BSN, Kent State University
MSN, Kent State University
DNP, Chamberlain University
College of Nursing

Michele Carrier MS, RN, CHSE
Assistant Dean, Student Learning
BSN, Madonna University
MS, New York Institute of Technology

Nursing Faculty

Teddy B. Abesamis, MSN, MBA, RN
Instructor
BM, Wayne State University
BSN, Oakland University
MSN, University of Phoenix
MBA, University of Phoenix

Gwen Botardo, DNP, MSN, RN
Assistant Professor
ADN, Oakland Community College
BSN, University of Phoenix
MSN, University of Phoenix
DNP, Chamberlain University
College of Nursing

Christa Cleveland, DNP, MSN Ed, RN
Assistant Professor
ADN, Monroe County Community College
BSN, University of Detroit Mercy
MSN Ed, Aspen University
DNP, Aspen University

Elizabeth Cox, EdD, MSN, RN, CNE
Assistant Professor
BA, Oakland University
BSN, University of Detroit Mercy
MSN, Nebraska Methodist College
EdD, Nebraska Methodist College

Shane W. Gibson MSN, BSN, RN
Instructor
RN, Oakland Community College
BSN, University of Michigan
MSN, Walden University

Heather Harris, MSN, RN, AGCNS-BC
Instructor
BSN, Oakland University
MSN, Michigan State University

Peggy Kearney, MSN, RN
Assistant Professor
Diploma in Nursing, Mercy
School of Nursing of Detroit
BSN, University of Detroit – Mercy
MSN, Oakland University

Shelly Thomas-Katta, MSN, RN
Instructor
BSN, Wayne State University
MSN, Wayne State University

Robbie Wong, MSN, RN, CPNP-AC
Instructor
BS, Michigan State University
BSN, Michigan State University
MSN, Wayne State University

Missouri
St. Louis Campus

Administration

Jennifer J. Bussen, DNP, MSN, RN
President, St. Louis Campus
ASN, Jewish Hospital College of Nursing
BSN, Maryville University
MSN, University of Central Missouri
DNP, Chamberlain University
College of Nursing

Lisa Bausano Blust, DNP, MSN, RN
Dean, Academic Affairs
BSN, St. Louis University
MSN, University of Phoenix
DNP, Chamberlain University
College of Nursing

Burnea Lester, MA, MEd
Director, Admission
BS, Northwest Missouri State University
MA, Webster University
MEd, Keller School of Management

Christopher Gearin, EdD
Director, Campus Operations
BA, Westfield State University
EdM, Harvard University
EdD, Maryville University

Kevin Nolan, MBA
Regional Manager, Student Services
BS, Cleveland State University
MBA, Ashford University

Melissa Borror, DNP, MSN, RNC
Associate Dean, Faculty
BSN, University of Missouri – St. Louis
MSN, Walden University
DNP, Chamberlain University
College of Nursing

Justin Wiethop, DC, MTAA
Associate Dean, General Education
BS, Logan College of Chiropractic
DC, Logan College of Chiropractic

Jill Garrelts, DNP, MSN, RN
Associate Dean, Faculty
BSN, Culver-Stockton College
MSN, University of Phoenix
DNP, Chamberlain University
College of Nursing

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Julie A. Trout, MSN, RN
Associate Dean, Student Learning
BSN, Southern Illinois
University – Edwardsville
MSN, Webster University – St. Louis

Nursing Faculty

Loretta Armbruster, DNP, MSN, RN
Assistant Professor
BSN, University of Missouri – St. Louis
MSN, Indiana Wesleyan University
DNP, Chamberlain University
College of Nursing

Aaron Buck, MSN, RN, CPNP
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BSN, University of Missouri – St. Louis
MSN, University of Missouri – St. Louis

Alyssa Hahn, MSN, RN, CMSRN
Instructor
BSN, Barnes Jewish College –
Goldfarb School of Nursing
MSN, Capella University

Amy Hinzpeter, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Western Governors University

Lila Moersch, PhD, MSN, RN
Assistant Professor
BSN, Central Methodist University
MSN, Central Methodist University
PhD, University of Missouri – St. Louis

Amber Nordike, DNP, MSN, RN
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BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing
DNP, Chamberlain University
College of Nursing

Indira Karic, MSN, RN
Instructor
BSN, Central Methodist University
MSN, Western Governors University

Martha Spies, PhD, MSN, RN, CNE
Professor
BSN, St. Louis University
MSN, St. Louis University
PhD, University of Missouri – St. Louis

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Assistant Professor
BSN, Southern Illinois
University – Edwardsville
MSN, Barnes-Jewish College
DNP, Chamberlain University
College of Nursing

Chelsey Wetzler, DNP, MSN, RN
Assistant Professor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing
DNP, Chamberlain University
College of Nursing

Lindsay Williams, MSN, RN
Instructor
BSN, Goldfarb School of Nursing
MSN, Chamberlain University
College of Nursing

Nicole York, MSN, RN, CNE
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Nevada
Las Vegas Campus

Administration

Vicki Walker, DNP, MSN, RN, BS
President, Las Vegas Campus
BS, Virginia Commonwealth University
BSN, University of Virginia
MSN, University of Virginia
DNP, Purdue University Northwest

Shawn Higgins, PhD, RN, CHC
Dean, Academic Affairs
AASN, University of Cincinnati
BSN, University of Phoenix
MSN, University of Phoenix
PhD, Capella University

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Associate Dean, Faculty – General Education
BS, University of California – San Diego
MS, University of Nevada – Las Vegas

Allen Perez, MSN Ed, RN, CNE
Associate Dean, Student Learning
ADN, Carrington College
BSN, Grand Canyon University
MSN, Grand Canyon University

Nick Posson
Director, Campus Operations
BA, University of Nevada, Las Vegas
MA Ed, University of Phoenix

Elaine Uldaneta
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BS, Argosy University

Nursing Faculty

Sally Adams, DNP, RN, CNS-BC
Instructor
ADN, Southwestern Michigan College
BSN, Grand Canyon University
MSN, Grand Canyon University
MBA, Ashford University
DNP, Touro University

Mona Beerbower, MSN, RN, BSIE
Assistant Professor
ADN, Westmoreland County
Community College
BSIE, University of Pittsburgh
BSN, Penn State University
MSN, Waynesburg University

Emily Boyce, MSN, RN-BC, NE-BC
Instructor
BSN, The College of New Jersey
MSN, University of Maryland

Elizabeth Brox, MSN Ed, RN, CNE
Instructor
BSN, Roseman University
MSN, Western Governors University

Maria Theresa Dabu, DNP, MSN, RN
Assistant Professor
BSN, University of Phoenix
MSN, University of Phoenix
DNP, Touro University

Jody Domineck, MSN Ed, RN
Instructor
BSN, Western Governors University
MSN, Western Governors University

Mary Ann Esteban, DNP, MSN Ed, RN
Assistant Professor
BSN, University of Phoenix
MSN Ed, University of Phoenix
DNP, Chamberlain University
College of Nursing

Ginger Evors, MSN, RN
Assistant Professor
BSN, Georgia Health Sciences University
MSN, University of Phoenix

Cynthia Gorham, DNP, MSN, RN, MSA
Assistant Professor
ADN, Central Carolina Technical College
BSN, Nevada State College
MSN, Kaplan University
MSA, University of St. Francis
DNP, Chamberlain University
College of Nursing

Maria Tiu, MSN Ed, RN
Instructor
BSN, University of Nevada – Las Vegas
MSN Ed, Western Governors University

Candace Wong, MSN, RN
Assistant Professor
BSN, University of Pittsburgh
MSN, Duquesne University

New Jersey
North Brunswick Campus

Administration

Robin S. Goodrich, EdD, MSN, RN
President, North Brunswick Campus
BSN, University of Phoenix
MSN, Western Connecticut State University
EdD, Columbia University

Susan Rux
PhD, MSN, RN, PHN, ACNS-BC, CHEP, CNE, CPCC, CPRW, LNCC, NEA-BC, OCN
Dean, Academic Affairs
Nursing Diploma, Pottsville
Hospital School of Nursing
BSN, Penn State University
MSN, Widener University
Post-Master's Nursing Education,
Widener University
Post-Master's Nursing Administration,
Villanova University
PhD, Widener University

Sandra Hampton, PhD
Associate Dean, Faculty – General Education
BS, Virginia Union University
PhD, Howard University

Katie Isaacson, BSN, RN
Assistant Dean, Student Learning
ASN, Passaic County Community College
BSN, Thomas Edison State University
MSN (in progress), Thomas Edison University

Natalene Kramer
PhD, MSN, RN, APN-BC, NNP-C
Associate Dean
BSN, University of Pittsburgh
MSN, University of Pittsburgh
PhD, Duquesne University

Angelique Simmonds, MSN, RN
*Associate Dean, Faculty –
Evening & Weekend Program*
ADN, Mercer County Community College
BSN, The College of New Jersey
MSN, Walden University
EdD (in progress), Drexel University

Carleton Eastlack, MBA
Director, Campus Operations
BA, Rider University
MBA, Rider University

Jenny M. Baguidy, MA
Clinical Coordination Specialist
BA, Bloomfield College
MA, Fairleigh Dickinson University

Stephanie Martel Giberson
MA, MBA, ChHC
Life Coach
ChHC, Institute for Integrative Nutrition
BS, Villanova University
MA, Villanova University
MBA, Monmouth University

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Clinical Coordination Specialist
BA, Kean University

Zoe Jawara, MHCA
Clinical Coordination Specialist
BS, Rutgers University
MHCA, Purdue University Global

Nursing Faculty

Georgia M. Angelo, MSN, RN, FNP-BC
Instructor
BSN, Farmingdale State College
MSN, Wagner College

Katie Barnett, MA, RN
Student Learning Specialist
BSN, Wagner College
MA, New York University

Donna L. Castellani, MSN Ed, RN, CNE
Instructor
AAS, Ocean County College
BSN, Chamberlain University
College of Nursing
MSN Ed, Chamberlain University
College of Nursing

Valerie Donnelly, MSN, RN
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Nursing Diploma, Christ
Hospital School of Nursing
BSN, College of Saint Elizabeth
MSN, Walden University

**Erica Edfort
DNP, MSN, RN, NVRN-BC, RN-BC, FAHA**
Assistant Professor, Pre-Licensure BSN
Visiting Professor, RN to BSN Option
AAS, Middlesex County College
BSN, Kean University
MSN, Kean University
DNP, University of Medicine
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BSN, Rutgers University
College of Nursing
MSN, Thomas Edison State University

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BSN, Seton Hall University

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BSN, Hampton University
MSN, Pace University
DNP, Chamberlain University
College of Nursing

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ASN, Middlesex County College
BSN, University of Phoenix
MSN, Rutgers University

**Sherry Lynn Gerwer-Coon
MSN, RN, RN-BC, CDP**
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ASN, Union County Community College
RN, Muhlenberg School of Nursing
MSN Ed, Grand Canyon University

Patricia Holder, FNP, MSN Ed, RN
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ADN, J. Sargeant Reynolds Community
College
LPN, Bronx Community College
BSN, Dominican College of Blauvelt
MSN Ed, Walden University
FNP, Mount Saint Mary College

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BA, SUNY Geneseo
BSN, New York University
MS, University of Cincinnati
MS Ed, CUNY Queens College
MSN (in progress), Chamberlain University
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BS, Rutgers University
BSN, Rutgers University
MSN in progress, Rutgers University

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MSN, University of Phoenix

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Assistant Professor
BSN, All India Institute of Medical Sciences
MSN, Chamberlain University
College of Nursing
PhD, Walden University

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Nursing Diploma, St. Francis Medical
Center School of Nursing
BS, Upsala College
BSN, American Sentinel University
MSN, American Sentinel University

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Instructor
BA, William Paterson College
BSN, Western Governors University
MSN, Western Governors University

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DNP, CNS, FNP, ANP-C**
Assistant Professor
ANP, College of Staten Island (CUNY)
FNP, Stockton University
DNP, Stony Brook University
CNS, College of Staten Island (CUNY)

Joy Omokaro, DNP, MSN, MPA, RN
Assistant Professor
BSN, Kean University
MPA, Kean University
MSN, Kean University
DNP, Monmouth Univrsity

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MA, Pace University
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College of Nursing

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MSN, Capella University

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BSN, Chamberlain University
College of Nursing
MSN (in progress), Chamberlain University
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BSN, Lewis University
MBA, University of Chicago
DNP, Monmouth University

Cathy Jo Soden, DNP, APN-C, RN
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ADN, Mercer County Community College
BSN, Stockton University
MSN/FNP-MCP, Hahnemann
University, Drexel University
NP, Capella University

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BSN, Gwynedd Mercy University
MSN, Gwynedd Mercy University

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MSN, University of Phoenix
MBA-HCM, University of Phoenix

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BSN, Moravian College
MSN, Aspen University

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BSN, Caritas College of Nursing –
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MSN, Kean University
DNP, Monmouth University

Crystal Walden, PhD, MSN Ed, RN
Assistant Professor
ADN, Felician University
BSN, William Paterson University
MSN Ed, Ramapo College
PhD, Capella University

North Carolina
Charlotte Campus

Administration

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BSN, Widener University
MSN, University of North Carolina –
Charlotte
EdD, Grand Canyon University

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BSN, San Juan De Dios College
MSN, Xavier University
PhD(c), Walden University

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Associate Dean, General Education
BS, Norfolk State University
MS, Hampton University
DHSc, Eastern VA Medical School

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BS, Embry-Riddle Aeronautical University
MS, Embry-Riddle Aeronautical University

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BSN, University North Carolina-Greensboro
MSN, University North Carolina-Charlotte
DNP, Gardener-Webb University

Nursing Faculty

Rhonda Bridget, MSN, RN
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BSN, Winston-Salem State University
MSN, Winston-Salem State University

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Assistant Professor
BSN, Queens University
MSN, Walden University

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Student Learning Specialist
BSN, Western Carolina
MSN, Western Carolina

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BSN, Aurora University
MSN, Chamberlain University
College of Nursing

Justin Pascucci, DNP, RN, CMSRN
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BSN, Hartwick College
MSN, SUNY Empire State College
DNP, Chamberlain University
College of Nursing

Amanda Smith, MSN, RN, CCN
Instructor
BSN, St. John Fisher College
MSN, Queens University

Caroline Szczepaniak, MSN
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BSN, University North Carolina
MSN, Murray State University

Ohio
Cleveland Campus

Administration

**Judith Kimchi-Woods
PhD, MBA, RN, CPHQ**
President, Cleveland Campus
Diploma, Rambam University Hospital
BSN, Ohio University
MBA, Franklin University
MS, Ohio State University
PhD, Ohio State University

Paula James, DNP, RN, CCNS, CHFN
Dean, Academic Affairs
BS, University of Rochester
MS, St. Joseph's University
MN, Emory University
DNP, University of Miami

Sarah Pape
Senior Student Support Advisor
BS, Illinois State University

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BS, University of Wisconsin – Stout

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ADN, Lorain County Community College
BSN, Bowling Green State University
MSN, Indiana Wesleyan University

Nursing Faculty

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ADN, Lorain County Community College
BA, University of Toledo
MSN, University of Phoenix

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Student Learning Specialist
ADN, Lorain County Community College
BSN, Indiana Wesleyan University
MSN, Indiana Wesleyan University

April Harrison, MSN, RN
Instructor
ADN, Bryant and Stratton College
BSN, University of Akron
MSN, Chamberlain University
College of Nursing

LaTonya Martin, DNP, RN, FNP, CNM
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BA, Hiram College
MSN, Case Western Reserve University
DNP, Case Western Reserve University

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Student Learning Specialist
ADN, Cuyahoga Community College
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

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ADN, Cuyahoga Community College
BSN, Ohio University
MSN, Ohio University

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MSN, Walden University

Columbus Campus

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Professor
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BSN, Ohio University
MBA, Franklin University
MS, Ohio State University
PhD, Ohio State University

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BSN, Capital University
MSN, Capital University
PhD, Capella University

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BSN, Ohio University
MSN, Grand Canyon University

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BSN, Harding University
MSN, Chamberlain University
College of Nursing

Puja Shahi, PHD, MS
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BS, Punjab University
MS, Kurukshetra University
PhD, Microbial Technology

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BA, Capital University
MBA, Keller School of Business

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Manager, Student Services
BS, Grand Valley State University

Nursing Faculty

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MBA, University of Phoenix

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MSN, Chamberlain University
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BSN, Ohio University
MSN, University of Cincinnati
DNP, Chamberlain University
College of Nursing

Sarah Luithle, BSN, RN
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BSN, Chamberlain University
College of Nursing

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BSN, Capital University
MSN, Capital University
DNP, Chamberlain University
College of Nursing

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Clinical Instructor
BSN, Mount Carmel College of Nursing
MSN, Chamberlain University
College of Nursing

Trisha Parks, PhD, MSN, RN, CNE
Assistant Professor
BSN, Mount Carmel College of Nursing
MSN, Kaplan University
PhD, Capella University

Theresa Puckett, PhD, MSN, RN
Associate Professor
BSN, Ursuline College
MSN, University of Akron
MSN Ed, University of Toledo
PhD, University of Akron/Kent
State University

Ashley Saum, MSN Ed, RN CCRN
Assistant Professor
BSN, Mount Carmel College of Nursing
MSN, Capital University

**Edwin Smith
MSN, RN, CCRN, CNEcl, RMA**
Assistant Professor
BSN, South University
MSN, Herzing University

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MSN, RN-BC, CNE, CPN, AHN-BC**
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BSN, Otterbein University
MSN, Urbana University

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MSN, Chamberlain University
College of Nursing

Texas
Houston Campus

Administration

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BSN, Concordia University
MSN, Walden University
EdD, Walden University

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BS, University of Lagos – Nigeria
MBA, Florida Metropolitan University
EdD, Capella University

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MSN, Chamberlain University
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BS, Stella Maris College
MS, Loyola College
MA, Bharathidasan University
PhD, University of Houston

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BSN, University of Alabama
MSNE, Texas Woman's University

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BSN, Texas A&M University
MSN, Texas A&M University

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AA, Houston Community College
BSN, Western Governors University
MSNE, Western Governors University

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Student Learning Specialist
BSN, University of Texas
Health Science Center at Houston

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MSN, Western Governors University

Tessa Richard, MSP
Clinical Coordination Specialist
MSP, University of Phoenix

Nursing Faculty

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BSN, University of Texas at Arlington
MSN, University of Texas at Arlington

Nicole Bradley, DNP, MSN, RN
Assistant Professor
BSN, Mississippi University for Women
MSN, Alcorn State University
DNP, Alcorn State University

Melanie Eld, PhD, MSN, RN
Associate Professor
BSN, University of Calgary
MSN, University of Southern Queensland
PhD, University of Texas – Tyler

Kamryn Johson, MSN, RN
Instructor
LVNC, San Jacinto College
ADN, Lone Star College Kingwood
BSN, Lamar University
MSNE, Capella University

Brandy Messer, MSN, RN
Assistant Professor
ADN, San Jacinto College
BSN, Western Governors University
MSN, Western Governors University

Ashley Mills, MSN, RN
Instructor
BSN, Jefferson State Community College
MSN, Walden University

Brittny Provost, MSN, RN
Instructor
BSN, Chamberlain University
College of Nursing
MSN, Western Governor's University

Lenora Sevcik, DNP, RN
Assistant Professor
ADN, Del Mar College
BSN, Texas Tech University
Health Sciences Center
MSN, Texas Tech University
Health Sciences Center
DNP, Texas Tech University
Health Sciences Center

Rhonda Williams, MSN, RN-BC
Instructor
BSN, Prairie View A&M
MSN, Walden University

Irving Campus

Administration

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President, Irving Campus
BSN, Texas Tech University Health
Science Center
MSN, Lubbock Christian University
DNP, Liberty University Online

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Director, Campus Operations
BFA, Rose Bruford College
BIS, Arizona State University
MBA, University of Phoenix

Brittany Wall
DNP, APRN, NNP-BC, CPNP-AC/PC
Dean, Academic Affairs
BSN, Troy University
MSN, University of South Alabama
DNP, University of South Alabama

Corey Sawyer
Assistant Director, Admission
BA, University of Saint Francis

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Associate Dean, Faculty
ADN, El Centro College
MSN, Walden University
DNP, Chamberlain University
College of Nursing

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Student Support Advisor
BBA, DeVry University
MPM, Keller Graduate School
of Management

Lisa Davis, MSM
Student Support Advisor
BA, Indiana Wesleyan
MSM, Indiana Wesleyan

Lisa Mumford
Clinical Coordination Specialist
BS, Texas Woman's University

Shuqueta Thomas
Administrative Coordinator
BA, Argosy University

Nursing Faculty

Obafemi Adebusola, MSc, MSN, RN
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BN, Christ Church Polytechnic
Institute of Technology – New Zealand
MSN, University of Texas

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BSN, West Texas A&M University
MSN, West Texas A&M University
PhD, Texas Woman's University

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Student Learning Specialist
BSN, McNeese University

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Instructor
BSN, University of South Carolina Upstate
MSN, Benedictine University

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Assistant Professor
BSN, University of Texas – Arlington
MSN, Chamberlain University
College of Nursing
DNP, Chamberlain University
College of Nursing

Amber Farmer, MSN, RN
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BSN, University of Southern Mississippi
MSN, University of Texas – Arlington

Erik Lesko, MSN
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MSN-FNP, Chamberlain University
College of Nursing

Serene Mathew, MSN, RN
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BSN, Saveetha University
MSN, Valparaiso University

Mai Nguyen, DNP, MSN
Assistant Professor
BS, University of Texas – Arlington
BSN, University of Texas – Arlington
MS, University of Florida
MSN, University of Texas – Arlington
DNP, Bradley University

Pearland Campus

Administration

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LVN, St. Phillips College
ADN, Houston Community College
BSN, Prairie View A&M University
MSN, Prairie View A&M University
DHA, Capella University

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AS, Odessa College
BS, University of Texas of Permian Basin
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DNP, Chamberlain University
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Keyate Coleman
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BS, Southern A&M University

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BS, Florida Agricultural
& Mechanical University
MBA, American Intercontinental University

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AS, MTI College of Business and Technology

Teresa Garza
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MSN, Western Governors University

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BSN, Western Governors University

Destiny Wise
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Health Science Center – Houston
MSN, Western Governors University

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BS, Texas A&M University
BSN, University of Texas
Medical Branch – Galveston
MSN, University of Texas
Medical Branch – Galveston

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BSN, Barry University
MSN, Walden University
DNP, Walden University

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ADN, Wharton County Jr. College
BSN, University of Phoenix Online
MSN, University of Phoenix Online
DNP, Chamberlain University
College of Nursing

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ADN, Delgado Community College
BSN, Thomas Edison State University
MSN Ed, Thomas Edison State University

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ADN, Houston Community College
BSN, University of Texas Medical Branch
MSN, University of Texas at El Paso

Sharon Luksetich, DNP, MSN, RN
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Medical Branch at Galveston
MSN, University of Texas – Tyler
DNP, American Sentinel University

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BSN, Western Governors University
MSN, Western Governors University

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BSN, Regis University
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DNP, Regis University

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MSN Ed, Walden University
PhD, Walden University

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BSN, Southern University
MSN, University of South Alabama
DNP, Chamberlain University
College of Nursing

Hermione Sullivan, MS, RN, APRN-CNS
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BA, Louisiana State University
BSN, Texas Woman's University
MSN, Texas Woman's University

San Antonio Campus

Administration

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President, San Antonio Campus
BSN, Oklahoma City University
MSN, Oklahoma City University
DNP, American Sentinel University

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Dean, Academic Affairs
BSN, Olivet Nazarene University
MSN, Governors State University
DNP, Touro University in Nevada

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BS, Park University
MEd, University of Texas – El Paso

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BSN, South Dakota State University
MSN, Western Governors University

Nursing Faculty

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BSN, Northern Caribbean University
MSN, Walden University

Kristina Wright, DNP, RN, CCM
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DNP, Walden University

Virginia
Tysons Corner Campus

Administration

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MBA, University of Missouri – Kansas City

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MS, Radford University

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MSN, Walden University
DNP, Walden University

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BS, George Mason University
MS, Barry University

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Associate Dean, Student Learning
BSN, Creighton University
MSN, Nebraska Methodist College

Nursing Faculty

Rosett Beck, MSN, RN
Assistant Professor
BSN, Howard University
MSN, Drexel University

Caroline H. Combs, DNP, MSN, RN
Assistant Professor
MSN, Walden University
DNP, Walden University

John Hammer, MSN
Instructor
ASN, East Coast Polytechnic
Institute University
BSN, Chamberlain University
College of Nursing
MSN, Chamberlain University
College of Nursing

Ibi Keller, MSN, RN
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BS, University of Maryland
Baltimore County (UMBC)
MSN, University of Maryland

Tyrhonda King, MSN Ed, RN
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MSN, George Mason University

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BSN, Marymount University
MSN, Chamberlain University
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Adeline Mbendaka, MSN Ed, RN
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MSN, University of Phoenix

Moboluwade Christine Odunalmi
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Diploma, School of Nursing UCH Nigeria
BSN, Chamberlain University
College of Nursing
MSN, Drexel University

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MSN, Old Dominion University
DNP, James Madison University

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BS, Stetson University
BSN, Shenandoah University
MSN, Capella University

Subi Siwakoti, MSN, RN
Instructor
ASN, Eastern Kentucky University
BSN, Eastern Kentucky University
MSN, Walden University

Domicyl Smertcov, MSN, RN
Instructor
BSN, George Mason University
MSN, George Mason University

Comora Smith, MSN, RN
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BSN, University of Central Florida
BA, University of West Florida
MSN, Walden University

College of Nursing Undergraduate/ Pre-Licensure Leadership & Faculty – Online

Administration

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BSN, University of North Florida
MSN, Walden University
DNP, American Sentinel University

Delaney W. La Rosa, MSN Ed, RN
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BA, University of Hartford Barney
School of Business
MSN, Grantham University

Coley Vitztum, PhD, RN, CNS-BC, CRNFA
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& Success – BSN Online Program
BSN, University of Kansas
MSN, University of Kansas
PhD, University of Missouri – Kansas City

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BSN, University of Phoenix
MBA, University of Phoenix
MSN, University of Phoenix
DNP, Chamberlain University
College of Nursing

Nursing Faculty

Elizabeth Mazzo, MSN, RN
Associate Professor, BSN Online Program
AAS, Bergen Community College
BA, University at Albany,
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MSN, Ramapo College of New Jersey

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BSN, Lourdes University
MSN, Lourdes University
DNP, Mount St. Joseph University

College of Nursing Post-Licensure Leadership & Faculty – Undergraduate

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Associate Provost, Post-Licensure Nursing
BSN, University of Phoenix
MSN, University of Phoenix
PhD, Capella University

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Dean, RN to BSN Degree Completion Option
BSN, University of Phoenix
MSN, University of Phoenix
DNP, Chamberlain University
College of Nursing

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Associate Dean, RN to BSN
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ADN, Shawnee State University
BSN, University of Rio Grande
MSN, University of Phoenix
DNP, Chamberlain University
College of Nursing

Valerie K. DeVaughn, DNP, MSN, RN
Associate Dean, Faculty
ADN, Owens Community College
BSN, Indiana Wesleyan University
MSN, Indiana Wesleyan University
DNP, Chamberlain University
College of Nursing

Sherri Marlow, DNP, RN, CNE
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BSN, University of North Carolina – Charlotte
MSN, University of North Carolina – Charlotte
DNP, Gardner-Webb University

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Director, Admission
BA, Governors State University
BS, St. Xavier University

Michael Milazzo
Director, Admission
BS, Carthage College

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BSN, Emporia State University
MSN-FNP, Wichita State University

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BSN, Medical University of South Carolina
MSN, University of Southern Indiana
DNP, University of Southern Indiana

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AAS, University of Kentucky – Madisonville
BSN, University of Phoenix
MSN Ed, University of Phoenix
DNP, Chamberlain University
College of Nursing

Lisa Pardi
DNP, MSN, MBA, RN, CPNP-BC, FNAP
Assistant Dean, Faculty – RN to BSN
Degree Completion Option
BSN, University of Akron
MSN, University of Akron
MBA, Benedictine University
DNP, Chamberlain University
College of Nursing

RN to BSN Option Faculty

Kasey Carlson, MEd, MSN, RN
BSN, University of Wisconsin – Eau Claire
MSN, University of Wisconsin – Eau Claire
MEd, San Diego State University

Kate Cook, DNP, MSN, RN
BS, University of Toledo
BSN, University of Toledo
MSN, Lourdes College
DNP, Case Western

Virginia Hall, DNP, MSN Ed, RN, CNE
BSN, Excelsior College – Albany
MSN Ed, Saint Joseph's College of Maine
DNP, Chatham University – Pittsburgh

Melissa Myers
DNP, MSN, RN, CPN, CNE
BSN, Western Michigan University
MSN, University of Detroit Mercy
DNP, Chamberlain University
College of Nursing

Diane Parry, PhD, RN
BSN, Ohio University
MEd, Ohio University
MSN, Loyola University
PhD, Ohio University

Susan Thomas, DNP, MSN, RN
ADN, Southeast Missouri State University
BSN, Southeast Missouri State University
MSN, Loyola University
DNP, University of South Alabama

Joyce Whitlatch, EdD, MSN, RN
BA, University of Phoenix
MSN, University of Phoenix
EdD, University of Phoenix

College of Nursing Post-Licensure Leadership & Faculty – Graduate

Administration

Jill Price, PhD, MSN, RN
Associate Provost, Post-Licensure Nursing
BSN, University of Phoenix
MSN, University of Phoenix
PhD, Capella University

Alex Bahadori, DNP, FNP-C
Director, Post-Licensure Clinical Operations
Dean, Integrative Learning
BS, University of South Florida
MS, University of South Florida
DNP, Case Western Reserve University

Joshua Beattie, MEd
Director, Online Admissions
BA, University of Minnesota
MEd, Washington State University

Giovanni Duarte
Director, Academic Strategy & Innovation
BA Information Technology,
University of Phoenix
Master of Information Technology,
Keller Graduate School of Management

Michelle Krawczyk
DNP, MSN, ARNP-BC, CNE
Director, National Academic Operations
BSN, Jacksonville University
MSN/APN, University of Florida
DNP, American Sentinel University

Rhoda Murray, PhD, NP-C
Director, Nurse Practitioner Education
Dean, Nurse Practitioner Programs
ADN, Orangeburg-Calhoun Technical College
BSN, South Carolina State University
MSN-FNP, Georgia State University
PhD, Capella University

Candice Phillips
PhD, RN, APRN, CNM, CNE
Dean, Curriculum and Instruction –
Post-Licensure College of Nursing
Diploma, St. Joseph's School of Nursing
BA, Indiana-Purdue University – Fort Wayne
MSN, Case Western Reserve University
PhD, Pacifica Graduate Institute

Tracy Stogner
DNP, MSN, APRN, PMHCNS-BC
Dean, MSN Specialty Tracks
and Accelerated Options
AA, Covenant Life College
BSN, University of Alaska – Anchorage
MSN, University of Alaska – Anchorage
DNP, American Sentential

Jill Walsh
DNP, MS, RN, NEA-BC, CEN, CNE
Dean, DNP Degree Program
BSN, Northern Illinois University
MS, Rush University
DNP, Rush University

Janelle Baker
PhD, APRN, AGPCNP-C, PMHNP-BC
Associate Dean, MSN-AGPCNP Specialty Track
BSN, Florida A&M University
MSN, Florida A&M University
PhD, Southern University

Rebecca A. Burhenne, DNP, MSN, RN
Associate Dean, Post Licensure
Curriculum & Instructional Design
BSN, University of Toledo
MSN, University of Phoenix
DNP, American Sentinel University

Shanna Chapman
DNP, FNP-C, FAANP, ARRN
Assistant Dean, FNP Specialty Track
ASN, Crowder College
BSN, University of Missouri – Columbia
MSN, University of Missouri – Kansas City
DNP, University of Iowa

Kelly Cloonan, DNP, MSN, RN, IAC
Assistant Dean, Faculty – MSN-ST
& Accelerated Specialty Tracks
AASN, Cuyahoga Community College
BS, Ohio State University
MSN, University of Phoenix
DNP, Case Western Reserve University

Cathleen Crowley-Koschnitzki
DNP, FNP-C, CNM, WHNP,
PMHNP-BC, CNE
Associate Dean, PMHNP Specialty Track
Diploma, South Chicago Community Hospital
BSN, Loyola University Chicago
MS, University of Illinois at Chicago
DNP, Frontier Nursing University

Tennille Curtis, DNP, RN, CPNP
Assistant Dean, Online MSN-FNP
BSN, The University of Alabama
MSN, The University
of Alabama – Birmingham
DNP, University of Alabama – Huntsville

Claudia Griffin, MSN, CPNP, RN
Assistant Dean, NP Specialty Tracks
BSN, Kent State University
MSN, Kent State University

Celeste M. Grossi
DNP, MSN, RN, CRRN CWN
Assistant Dean, DNP Degree Program
AAS, Gateway Technical College
BSN, Northern Illinois University
MSN, Olivet Nazarene University
DNP, Chamberlain University
College of Nursing

Judy Hightower, PhD, MEd, RN
Associate Dean, MSN Specialty
& Accelerated Tracks
BSN, University of Arizona
Masters of Education in Counseling,
Northern Arizona University
MSN, Arizona State University
PhD in Nursing, University of Arizona

Anne Kavanaugh, DNP, MSN, RN
Assistant Dean, Faculty –
FNP Specialty Track
BSN, Gwynedd-Mercy College
MSN, Pennsylvania State University
DNP, Touro University

Beth Marquez, DNP, MSN, RN, MBA
Associate Dean, Faculty –
DNP Degree Program
ADN, Regents College
BSN, University of Phoenix
MSN, University of Phoenix
MBA, University of Phoenix
DNP, Chamberlain University
College of Nursing

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Amanda Marshall, DNP, MSN
Associate Dean, Online Academic Operations
BSN, Maryville University
MSN, University of Cincinnati
DNP, Chamberlain University
College of Nursing

Steadman Lee McPeters
DNP, CPNP-AC, CRNP, RNFA
Assistant Dean, Faculty – NP Specialty Tracks
ASN, Calhoun Community College –
Decatur, AL
BSN, University of Alabama – Huntsville
MSN, University of Alabama – Birmingham
RNFA, University of Nevada
DNP, University of Alabama – Huntsville

Tracy Murray
DNP, MSN, RN, ACNP-BC, FNP-BC
Associate Dean,
MSN-AGACNP Specialty Track
BSN, University of Illinois at Chicago
MS, University of Illinois at Chicago
MS, Wright State University
DNP, Maryville University

Cynthia Rinehart
DNP, APRN, FNP-C, ANP-BC, CNE
Assistant Dean, Faculty and Integrative
Learning – NP Specialty Tracks
BS, University of Maryland, Baltimore County
MS, University of Maryland, Baltimore
DNP, Chamberlain University
College of Nursing

Joanna Shedd, PhD, CNS, PHN, RN
Assistant Dean, Online MSN
Specialty & Accelerated Track
BA, California State University –
San Bernardino
BSN, Loma Linda University
MSN, Loma Linda University
CNS, Loma Linda University
PhD, Capella University

Cara Wallace, PhD, RN
Associate Dean, National
Academic Operations
BSN, Jacksonville University
MSN, University of Phoenix
PhD, Capella University

Joni Kate Williams, DNP, MSN Ed, FNP-C
Assistant Dean/Course Lead (Hybrid Position)
BSN, California State University, Sacramento
MSN, California State University, Sacramento
DNP, Samuel Merritt University

Myecia R. Williams, DNP, APRN, FNP-BC
Assistant Dean, Faculty –
MSN-FNP Degree Program
BSN, Saint Xavier University
MSN-FNP, Saint Xavier University
DNP, Chamberlain University
College of Nursing

Sharon Wright, DNP, MSN, RN, CNE
Associate Dean, Online Academic Operations
ADN, Penn State University
BSN, California University of Pennsylvania
MSN, Duquesne University
DNP, Chatham University

LaKesha Wyse, DNP, MSN, RN
Assistant Dean, Faculty –
DNP Degree Program
BSN, Mount Carmel College of Nursing
MSN, University of Phoenix
DNP, Duquesne University

Kristin Graczyk, MSN, APRN, FNP-C
Lead Specialist, Online Academic Operations
ADN, Hillsborough Community College
BSN, University of South Florida
MSN, University of South Florida

Kristin A. Kerling, DNP, MSN, RN
Post-Licensure Curriculum
& Instructional Designer
BSN, Wright State University
MSN, University of Phoenix
DNP, American Sentinel University

Randa Redden Smith, EdS, MSN, RN
Post-Licensure Curriculum
& Instructional Designer
ASN, University of West Georgia
BSN, University of West Georgia
MSN, University of West Georgia
EdS, Valdosta State University

Omar Rivera-Colon
Business Process Analyst,
Academic Operations
BA, Florida International University

Patty Roof
MSN Ed, RN, EdD CI, APRN, FNP-C
Lead Specialist, Online Academic Operations
ADN, Ohio University
BSN, University of Phoenix
EdD CI, University of Phoenix
MSN Ed, University of Phoenix

Post-Licensure Graduate Program Faculty Managers

Katrina Barnes, MSN, RN
Faculty Manager, FNP Specialty Track
BSN, Emory University
MS, Georgia State University

Valerie Becker, MSN, RN
Faculty Manager, Graduate Programs
BSN, Kent State University
MSN, Kent State University

Yvette Wilson, DNP, FNP-BC
Dean, Faculty – Nurse Practitioner Programs
BSN, Saint Xavier University
MSN, Saint Xavier University
DNP, University of Massachusetts – Boston

Post-Licensure Graduate Program Curriculum Technology Managers

Heather Rivera, MSN, ACNS, RN
Curriculum Technology Manager,
MSN Degree Program
BSN, University of North Carolina – Chapel Hill
MSN, University of Arkansas – Fayetteville

Brenda Scott, DNP, RN, NHDP-BC
Senior Manager, Curriculum
Technology Manager
AAS, Carl Albert State College
AAHS, Carl Albert State College
BSN, Northeastern State University
MSN, Northeastern State University

Nursing Faculty

Muder Alkrisat
PhD, RN, CSHA, CSSBB, PIA, HACP, CPHQ
BSN, University of Jordan – Amman
MS, University of Jordan – Amman
PhD, Azusa Pacific University

Sandra Allen, DNP, MSN, MA, RN-BC
BSN, Ball State University
MA, Ball State University
MSN, Loyola University
DNP, Loyola University

Patricia D. Bailey, PhD, MSN, RN, FNP-C
ADN, Kellogg Community College
BSN, Mount Carmel College of Nursing
MSN, Otterbein University
PhD, Capella University

Park Balevre, DNP, RN-BC, CNE
ADN, Austin Peay State University
BS, Austin Peay State University
MSN, University of Phoenix
DNP, Chamberlain University
College of Nursing

Kellie Bassell, EdD, MSN, RN, CNE
Professor
BSN, Boston College
MSN, Florida Atlantic
EdD, University of Florida

Marcia Bergfeld, DNP, MSN, RN
Assistant Professor
BSN, Lourdes College
MSN, Lourdes College
DNP, Chamberlain University
College of Nursing

Kniaka Bethel, DNP, ANP-BC
Assistant Professor, MSN
AGPCNP Specialty Track
BSN, Mount Carmel College of Nursing
MSN, Otterbein University
DNP, Capella University
Postsecondary & Adult Education
Post-Masters, Capella University

Jeffrey Bevan, DNP, RN, FNP-BC, ENP-BC
Associate Professor
AASN, Ohio University
BSN, Ohio University
MSN, Otterbein College
DNP, Otterbein University

Sarah Cain, DNP, ACNP-BC, CPNP-AC
Assistant Professor, MSN
AGACNP SpecialtyTrack
BSN, Rush University
MSN, Rush University
DNP, Rush University

Susan Cortez, PhD, MBA, MHCM, RN
DNP Curriculum Coordinator
BSN, Duquesne University
MHCM, University of Phoenix
MBA, University of Phoenix
PhD, University of Phoenix

Robert Davis, DNP, MSN, RN
BSN, Case Western Reserve University
MSN, Case Western Reserve University
DNP, Case Western Reserve University

Sandra Deering, DNP, FNP-BC
DNP, Oakland University

John Distler
DPA, MBA, MS, FNP-C, RN, FAAN
BS, State University
of New York – Binghamton
FNP, University of California
MS, State University of New
York – Stony Brook
MBA, Argosy University
DPA, University of Baltimore

Elizabeth Fildes
EdD, RN, CNE, CARN-AP,
APHN-BC, FIAAN
BSN, University of Santo Tomas
MA, Columbia University
EdD, Loyola University
Randy Gordon, DNP, FNP-BC
BSN, University of South Florida
MS, University of South Florida
DNP, University of South Alabama

Dawn Gubanc-Anderson
DNP, MSN, RN, NE-A, BC, CHEP, FACHE
Associate Professor, DNP Degree Program
BSN, Marquette University
MSN, Duke University
DNP, Duke University

Toni Hebda
PhD, MNEd, RN, RN-BC, MSIS, CNE
BSN, Duquesne University
MNEd, University of Pittsburgh
MSIS, University of Pittsburgh
PhD, University of Pittsburgh

Tammy Kemp, DNP, RN, NEA-BC
Associate Professor, MSN Degree Program
BSN, Radford University
MSN, Duke University
DNP, Case Western University

Patrick LaRose, DNP, MSN, RN
ADN, Manatee Community College
BSN, University of Phoenix
MSN, Walden University
DNP, Capella University

Pamela Levesque
DNP, APRN, FNP-BC, CNE
BSN, University of New Hampshire
MSN, Northeastern University
DNP, Regis College

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Diana Meeks
PhD, RN, CS, FNP, MSN, CNE, NE-BC
BSN, Queen's University
MSN, Kennesaw State University
PhD, Georgia State University

Dana M. Hunt Messerly, DNP, MPH, RN
Associate Professor, MSN Degree Program
LPN, Columbia Public Schools
Program of Practical Nursing
ASN, Jewish Hospital College of Nursing
and Allied Health of the Washington
University Medical Center
BSN, Jewish Hospital College of Nursing
and Allied Health of the Washington
University Medical Center
MSN, Saint Louis University
MPH, Saint Louis University
DNP, Case Western Reserve University

Nichole Miller, DNP, AGACNP-BC
Assistant Professor, MSN
AGACNP Specialty Track
ADN, Excelsior College
BSN, Grand Canyon University
MSN, Grand Canyon University
DNP, Augusta University

Tracy Murray, DNP, MS, RN, ACNP, FNP
BSN, University of Illinois at Chicago
MS, University of Illinois at Chicago
MS, Wright State University
DNP, Maryville University

Marianne Olson, PhD, RN
BS, College of St. Teresa
MS, Winona State University
MS, University of Minnesota – Minneapolis
PhD, University of Minnesota – Minneapolis

Jennie Pattison, DNP, MSN, RN
BSN, University of Akron
MSN, Walden University
DNP, Touro University

Julia Ann Raithel, PhD, MSN, RN
Diploma, St. John's School of Nursing
BSN, Southern Illinois University
MSN, University of Missouri – Columbia
PhD, University of Missouri – St. Louis

Beth Register, PhD, MPH, MSN, RN
Associate Professor, DNP Degree Program
BSN, Mary of the Plains College
MSN, University of South Carolina
MPH, University of South Carolina
PhD, University of South Carolina

Terri Rocafort, PhD, ANP-BC
Associate Professor
BSN, Florida International University
MSN/ARNP, Florida International University
PhD, Barry University

Allison Sabin, DNP, RN, PHNA-BC
Associate Professor/
Curriculum Coordinator
BSN, Kent State University
MSN, Valdosta State University
DNP, Rush University

Susan Sanner, PhD, MSN, APRN, FNP-BC
BSN, Georgia State University
MSN, Georgia State University
MSN-FNP, Emory University
PhD, Georgia State University

Shay Schroetter
DNP, APRN, ANP-BC, FPCNA
Associate Professor,
DNP Online Degree Program
BSN, University of Minnesota – Twin Cities
MSN, University of Wisconsin – Eau Claire
DNP, University of Minnesota – Twin Cities

Nancy Scroggs, PhD, MSN, RN, CNE
BSN, Western Carolina University
MSN, University of North
Carolina – Greensboro
PhD, University of North
Carolina – Greensboro

Cari Simpson, DNP, MSN, RN, CNE
ADN, Westmoreland County
Community College
BA, Cedarville University
MSN, Indiana University of Pennsylvania
DNP, Chatham University

Lynn Shay, DNP, FNP-C, CPM
Assistant Professor, MSN-FNP Specialty Track
Assistant Dean, Faculty – MSN-FNP
BS, Thomas Edison State College
MS, University of South Alabama
DNP, University of South Alabama

Mindy Thompson DNP, APRN, FNP-C, CNE
Assistant Professor, MSN-FNP Specialty Track
ADN, Amarillo College
BSN, Northeastern State University
MSN Education, Northeastern State University
DNP Leadership & Healthcare Innovation,
University of Missouri at Columbia
Post Master's FNP, Maryville University

Salena Tully, PhD, MSN, RN
Assistant Professor,
DNP Online Degree Program
BSN, University of Central Florida
MSN, University of Central Florida
PhD, Barry University

Judith Valloze, DNP, ARNP, CNE
Associate Professor,
Nurse Practitioner Programs/
Curriculum Coordinator
ASN, Daytona Beach Community College
BS, Russell Sage College
MSN, Sage Graduate School
DNP, University of South Alabama

Susan Waltz, DNP, MSN, RN
BSN, Indiana University Southeast
MSN, Ball State University
DNP, Rush University

Susan M. Wechter
PhD, RN, PPCNP-BC, CNE
Associate Professor, DNP Degree Program
BSN, Ursuline College
MSN, Kent State University
PhD, University of New Mexico

College of Health Professions Leadership & Faculty

Administration

Gilbert Singletary
PhD, JD, MBA, MSW, LCSW
Senior Director, College of Health
Professions – Online Programs
JD, Northern Kentucky University
MBA, Northern Kentucky University
MSW, University of Louisville
PhD, University of Kentucky

Fran Angerer-Fuenzalida, PhD, MPH, PA-C
Dean, College of Health Professions
BS, University of Dayton
PA-C, Kettering College
MPH, Johns Hopkins School of Public Health
PhD, University of Dayton

Stacey Borasky Ferguson, EdD, MSW
Dean, MSW Degree Program
BSW, Shepherd College
MSW, West Virginia University
EdD, Tennessee State University

Sharonda Wallace, PhD, MPH, RDN, LDN
Dean, MPH Degree Program
BA, University of California – Los Angeles
MPH, Tulane University
PhD, Pennsylvania State University

Stephanie Criger, MS RT(R)(VI)(ARRT)
Faculty Manager, College
of Health Professions
Diploma RT, Southwest Baptist University
BSRS, Missouri State University
Graduate Certificate in Conflict and Dispute
Resolution, Missouri State University
MSAS, Missouri State University
DHA (currently enrolled), Capella University

Anne Marie Hodges, MAEd, LSSGB
Manager, Applied Practice Experience
BA, Morehead State University
MAEd, Ursuline College
EdD (currently enrolled), American
College of Education

Francine Pearce, MD
Medical Director, College
of Health Professions
BS, Northeastern University
MD, University of Illinois

Linda Quast, MS, MBA, PMP
Faculty Manager, MSW Program
BA, Ambassador University
MS, University of Phoenix
MBA, Ashford University

Michelle Wylie, MPA/HSA
Manager, MPH Faculty
BA, University of California – Los Angeles
MPA, University of San Francisco

Master of Public Health Faculty

Janice Unruh Davidson
PhD, DrPHc, DNP, RN-BC, FNP-BC,
NEA-BC, CNE, ANEF, FAANP, FNAP
Professor
BSN, Wichita State University
MN, Wichita State University
DNP, Chamberlain University
College of Nursing
PhD, Texas Woman's University
DrPHc, Walden University

Luba Ivanov, PhD, RN, FAAN
Professor
BSN, The State University of New York
MSN, Indiana University
PhD, Indiana University

Colleen Murray, DrPH, MPH
Associate Professor
BS, University of Pittsburgh
MPH, University of Pittsburgh
DrPH, Tulane University

India Rose, PhD, MPH, CHES
Associate Professor
BS, Brenau University
MPH, University of South Carolina
PhD, University of South Carolina

Christopher Tex, PhD, MPH
Associate Professor
BS, University of Findlay
MPH, Northwest Ohio Consortium
for Public Health
PhD, Walden University

Master of Social Work Faculty

Amanda R. Morgan-Henry, LCSW-C
Director, MSW Field Education
BS, University of Maryland
MSW, University of Pennsylvania

Oren Shtayermman, PhD, MSW
Professor, MSW Degree Program
BSW, University of Haifa
MSW, New York University
PhD, Fordham University

Kiana Battle, PhD, LMSW
Assistant Professor, MSW Degree Program
BA, State University of New York
MSW, State University of New York
PhD, Clark Atlanta University

Christopher Rocchio
PhD, LCSW, CSAC, ICSAC
Assistant Professor, MSW Degree Program
BSW, Hawaii Pacific University
MSW, University of Hawaii
PhD, University of Hawaii

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CHAMBERLAIN UNIVERSITY
Locations

Arizona

Phoenix Campus
2149 W. Dunlap Avenue, Phoenix, AZ 85021
Office of Admission, Academic & Student Advisors
Phone: 602.331.2720 | Fax: 602.870.9761
chamberlain.edu/phoenix

California*

Irwindale Campus
(Class instruction will take place at this campus location)
4910 Rivergrade Road, Irwindale, CA 91706
Office of Admission, Academic & Student Advisors
Local: 626.593.5731 | Fax: 626.778.1557
chamberlain.edu/irwindale

Sacramento Campus
(Class instruction will take place at this campus location)
10971 Sun Center, Rancho Cordova, CA 95670
Office of Admission, Academic & Student Advisors
Local: 916.330.3410 | Fax: 916.330.3505
chamberlain.edu/sacramento

Florida

Jacksonville Campus
5200 Belfort Road, Suite 100, Jacksonville, FL 32256
Phone: 904.251.8100 | Fax: 904.251.8390
Office of Admission
Academic & Student Advisors: 904.251.8103
chamberlain.edu/jacksonville

Miramar Campus
2300 SW 145th Avenue, Miramar, FL 33027
Office of Admission, Academic & Student Advisors
Phone: 954.885.3510 | Fax: 954.885.3601
chamberlain.edu/miramar

Georgia

Atlanta Campus
5775 Peachtree-Dunwoody Road, NE, Suite A100
Atlanta, GA 30342
Office of Admission, Academic & Student Advisors
Phone: 404.250.8500 | Fax: 404.847.7810
chamberlain.edu/atlanta

Illinois

Addison Campus
1221 N. Swift Road, Addison, IL 60101
Office of Admission, Academic & Student Advisors
Phone: 630.953.3660 | Fax: 630.628.1154
chamberlain.edu/addison

Chicago Campus
2718 W. Roscoe Street, Chicago, IL 60618
Office of Admission, Academic & Student Advisors
Phone: 773.961.3000 | Fax: 773.961.3190
chamberlain.edu/chicago

Tinley Park Campus
18624 West Creek Drive, Tinley Park, IL 60477
Office of Admission, Academic & Student Advisors
Phone: 708.560.2000 | Fax: 708.560.2098
chamberlain.edu/tinleypark

Indiana

Indianapolis Campus
9100 Keystone Crossing, Suite 300, Indianapolis, IN 46240
Office of Admission, Academic & Student Advisors
Phone: 317.816.7335 | Fax: 317.815.3069
chamberlain.edu/indianapolis

Louisiana

New Orleans Campus
400 Labarre Road, Jefferson, LA 70121
Office of Admission, Academic & Student Advisors
Phone: 504.565.7995 | Fax: 504.565.7994
chamberlain.edu/neworleans

Michigan

Troy Campus
200 Kirts Boulevard, Suite C, Troy, MI 48084
Office of Admission, Academic & Student Advisors
Phone: 248.817.4140 | Fax: 248.817.4237
chamberlain.edu/troy

Missouri

St. Louis Campus
11830 Westline Industrial Drive, Suite 106
St. Louis, MO 63146
Phone: 314.991.6200 | Fax: 314.991.6283
Office of Admission
Local: 314.991.6200 | Fax: 314.991.6281
Academic & Student Advisors: 314.991.6200
chamberlain.edu/stlouis

Nevada**

Las Vegas Campus*
9901 Covington Cross Drive, Las Vegas, NV 89144
Office of Admission, Academic & Student Advisors
Phone: 702.786.1660 | Fax: 702.786.1661
chamberlain.edu/lasvegas

New Jersey

North Brunswick Campus
630 U.S. Highway One, North Brunswick, NJ 08902
Phone: 732.875.1300 | Fax: 732.875.1394
chamberlain.edu/northbrunswick

North Carolina

Charlotte Campus
2015 Ayrsley Town Boulevard, Suite 204, Charlotte, NC 28273
Office of Admission, Academic & Student Advisors
Phone: 980.939.6241 | Fax: 980.939.6242
chamberlain.edu/charlotte

Ohio

Cleveland Campus
6700 Euclid Avenue, Suite 201, Cleveland, OH 44103
Office of Admission, Academic & Student Advisors
Phone: 216.361.6005 | Fax: 216.361.6257
chamberlain.edu/cleveland

Columbus Campus
4111 Worth Avenue, Columbus, OH 43219
Office of Admission, Academic & Student Advisors
Phone: 614.252.8890 | Fax: 614.251.6971
chamberlain.edu/columbus

Texas

Houston Campus
11025 Equity Drive, Houston, TX 77041
Office of Admission, Academic & Student Advisors
Phone: 713.277.9800 | Fax: 713.277.9980
chamberlain.edu/houston

Irving Campus
4800 Regent Boulevard, Irving, TX 75063
Office of Admission, Academic & Student Advisors
Phone: 469.706.6705 | Fax: 469.706.6706
chamberlain.edu/irving

Pearland Campus
12000 Shadow Creek Parkway, Pearland, TX 77584
Office of Admission, Academic & Student Advisors
Phone: 832.664.7000 | Fax: 832.664.7001
chamberlain.edu/pearland

San Antonio Campus
One51 Office Centre
9810 State Highway 151, San Antonio, TX 78251
Phone: 210.750.800 | Fax: 210.750.8001
chamberlain.edu/sanantonio

Virginia

Tysons Corner Campus
1951 Kidwell Drive, Vienna, VA 22182
Phone: 703.416.7300 | Fax: 703.416.7490
Toll-Free: 877.751.5783
chamberlain.edu/tysonscorner

BSN Online Option

Toll-Free: 888.556.8226
chamberlain.edu/bsnonlineoption

National Management Office

500 W. Monroe Street, Suite 28, Chicago, IL 60661
National Toll-Free Number: 888.556.8226
chamberlain.edu

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*   For information regarding the California campuses, visit chamberlain.edu/addendumCA.

**   The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330) course fulfills this requirement.

*** Chamberlain's Las Vegas campus is located in Summerlin, a community just a few miles from the Las Vegas strip and known for its recreational and educational opportunities. The 22,738 square foot campus offers seven (7) spacious classrooms, a fully wired resource center, SIMCARE CENTER™ and a comfortable commons area. Easily accessed from Summerlin Parkway at the Town Center Dr. exit, Chamberlain's Las Vegas campus offers a pre-licensure Bachelor of Science in Nursing degree program.

For more information, visit **chamberlain.edu/locations.**

New Orleans, LA

Jacksonville, FL

Miramar, FL

Phoenix, AZ

Atlanta, GA

Addison, IL

Sacramento, CA

Chicago, IL

Tinley Park, IL

Indianapolis, IN

Troy, MI

St. Louis, MO

Las Vegas, NV

North Brunswick, NJ

Charlotte, NC

Cleveland, OH

Columbus, OH

San Antonio, TX

Irwindale, CA

Irving, TX

Tysons Corner, VA

Houston, TX

CHAMBERLAIN UNIVERSITY
Quick Reference Guide

Hours of Operation

In general, administrative office hours at Chamberlain University locations are 9:00 AM-5:00 PM Monday through Friday. Hours vary by location. More specific information on administrative hours is available from each location. Additional location-specific information available online at: **chamberlain.edu/locations**.

Post-Licensure Programs Contact Information

Office of Admission
Toll-Free: 888.556.8226 | Fax: 866.603.8669

RN to BSN Option & MSN Degree Program
Academic & Student Advisors: **888.556.8226**
or **community.chamberlain.edu**
msnstudentservices@chamberlain.edu
msnadvising@chamberlain.edu

Director, RN to BSN Option
Email: **rnbsndean@chamberlain.edu**

Director, MSN Degree Program
Email: **msndean@chamberlain.edu**

Graduate Experiential Learning Coordinator
Email: **msnpracticum@chamberlain.edu**

Director, DNP Degree Program
Email: **dnpdean@chamberlain.edu**

Websites

Website: **chamberlain.edu**

Chamberlain Academic Catalog: **chamberlain.edu/catalog**

Student Handbook: **chamberlain.edu/handbook**

My Chamberlain Portal Experience: **community.chamberlain.edu**

Chamberlain Online Library: **chamberlain.edu/library**

Chamberlain Online Bookstore: **chamberlain.edu/bookstore**

Chamberlain Merchandise & Apparel: **chamberlainmarketplace.com**

Chamberlain Student Uniforms: **chamberlain.edu/bookstore**

Graduation Regalia & Branded Materials: **jostens.com/chamberlain**

Student Insurance: **chamberlain.edu/studentinsurance**

Events: **chamberlain.edu/events**

School Codes

Chamberlain FAFSA® School Code: **006385**
fafsa.ed.gov

Indianapolis students, please include **E02182** as your first school code (in addition to **006385**) to be considered for Indiana state grant funds.

ACT/SAT School Codes: Please request the ACT and/or SAT code(s) from an admission advisor. Codes vary by location.

Online Class Login Information

My Chamberlain Portal Experience:
community.chamberlain.edu

Technical Support

Chamberlain Online Classes:
866.613.8622 or **community.chamberlain.edu**

Help Desk:
877.366.9388 or **community.chamberlain.edu**

Contact Information

Chamberlain University National Management Offices
500 W. Monroe Street, Suite 28, Chicago, IL 60661
National Toll-Free Number: **888.556.8226**
chamberlain.edu

Connect with us at:

Additional location-specific information available online at **chamberlain.edu/locations**.

chamberlain.edu

Phone: 888.556.8226