

National American University

MSN Addendum to
2008-2010 Graduate Catalog

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Harold D. Buckingham Graduate School

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Addendum to 2008-10 Graduate Catalog – October 15, 2009

The following information is provided as an addendum to the 2008-2010 catalog for the Harold D. Buckingham Graduate School at National American University.

Additions are identified as either “add highlighted text” or “add” if the entire section is to be added.

Add:

School of Nursing

Mission Statement

The School of Nursing, as an integral part of National American University, is in concert with its mission, core values and purposes. Consistent with the overall University mission, the School of Nursing mission is to prepare competent nursing graduates by providing a caring, diverse, and student-centered environment that fosters critical thinking and enhances holistic healthcare across the life span. The nursing programs offer career mobility through an articulated ladder approach to nursing education.

Goals/Purposes

Revised 2009-03-05

Prepare learners to influence the delivery of healthcare services through safe and accountable clinical judgment.

Promote and facilitate (student-centered) life-long learning opportunities responsive to the needs of students, graduates, faculty, community, and profession.

Commit to the advancement of nursing knowledge and application to healthcare by collaborating with faculty within and external to the University and with professionals in healthcare and community agencies.

Support and participate in activities that interpret and promote the role of the nurse, influence nursing practice, and the concept of caring.

Support efforts to recruit and retain students from diverse backgrounds and experiences who demonstrate potential for success in nursing.

Incorporate a holistic approach to culturally congruent care throughout the life span.

School of Nursing Philosophy

The School of Nursing derives its philosophy and purposes from the mission statement of National American University. The School of Nursing and its faculty believe that nursing education should enable students to acquire the knowledge and proficiencies necessary to practice culturally competent and congruent nursing care and meet the changing needs of society. The philosophy and conceptual model are based on the learning paradigms of Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). In accordance with these paradigms, the faculty believes that education is predicated on the following constructs derived from Benner's "Novice to Expert" and Leininger "Transcultural Nursing" theories:

Experiential: student-centered & lifelong learning; Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006).

The School of Nursing and faculty believe nursing education includes experiences and activities that promote learning in open learning climates where students may examine and discuss transitions in understanding, mistakes, or misconceptions in actual clinical situations (Benner, 1984, 2000, 2001). Nursing is embraced as a discipline committed to the importance of lifelong learning for the maintenance and advancement of knowledge.

The School of Nursing and faculty further believe culturally congruent care reflects an infinite number of factors that affect wellbeing which is important for today's diverse society. It is through culturally congruent care that nursing finds an infinite number of explored and unexplored dimensions of care as a pursuit for enhanced knowledge which may result in predictable care outcomes (Leininger, 1991, 2002, 2006).

Caring: essential to nursing and nursing education; Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006).

The School of Nursing and faculty embrace Benner's (1984, 2000, 2001) tenet that caring practice is the invisible work of nursing, acknowledges a common human condition, and is required to nurture and sustain human life.

The School of Nursing and faculty further embrace Leininger (1991, 2002, 2006) definition: "Care is the heart of nursing; Care is power; Care is essential to healing (or well being); Care is curing; and Care is (or should be) the central and dominant focus of nursing and transcultural nursing decisions and actions" (Leininger, 1991, 2002, 2006).

Clinical Judgment: qualitative distinction, evolves over time, integrative/dynamic; Benner (1984, 2000, 2001).

The School of Nursing and faculty believe Benner's (1984, 2000, 2001) tenet that clinical judgment is based on recognition of dynamic patient/ family/ community transitions across time in response to conditions and associated treatment. The nurse's clinical judgment evolves over time as the nurse gains experience and furthers education in the profession.

Holistic Health/Illness/Death; Leininger (1991, 2002, 2006)

The School of Nursing and faculty believe nursing education should embrace the care of clients as addressed within all stages of health from wellness to death. Within the art of healing and comforting, utilization of a holistic perspective should support and enhance human dignity. This holistic perspective views cultural insight as a pivotal factor that directs and shapes wellbeing within an individual, the family, and the community as a whole.

National American University School of Nursing uses the tenets of Benner (1984, 2000, 2001) and Leininger (1991, 2000, 2006) to form the eclectic conceptual framework. Specifically, Benner's work on Novice to Expert (1984) provides a framework for the School of Nursing. The School of Nursing programs are built upon various student levels of education and experience and designed to enhance career mobility. Concepts of care and culture based on Leininger (1991, 2002, 2006) are threaded throughout the curriculums. The constructs: experiential learning, caring, clinical judgment, and holistic health/illness/ death provide horizontal threads that serve as broad categories under which a variety of content can be addressed. They are not considered mutually exclusive. It is recognized that the rapid evolution of nursing science, practice, and education demands on-going reexamination of categories and concepts.

The School of Nursing and faculty believe nursing is a practice profession with a defined body of knowledge and outcomes. Nursing practice is embraced through education as holistic, caring in nature incorporating and supporting lifelong learning.

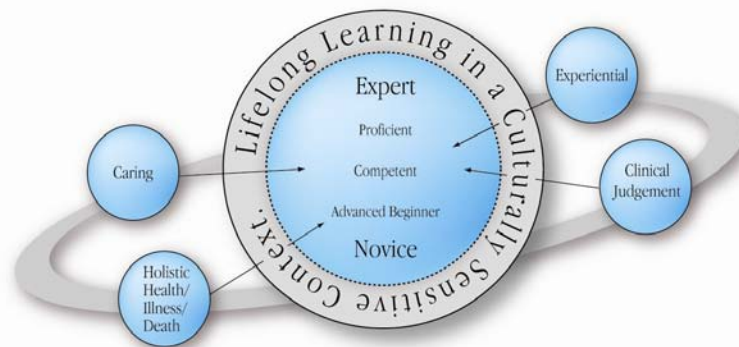
Nursing Practice and Nursing Education

A knowledge base reflective of the varying levels of nursing practice contributes to incorporating information to promote health, prevent disease, restore health, and promote adaptation across the lifespan. Nursing demands the ability to adapt to a changing environment in assessing, analyzing, planning, implementing and evaluating nursing care.

Continued learning and application of facts and principles are necessary for effective clinical judgment in patient care settings. As providers of health services, nurses should be self-directive, creative, critical thinkers who strive for lifelong learning, regardless of their level of practice.

Within nursing, there are levels of practice within varying settings which require different educational preparation. The practical nurse graduate provides direct patient care by assisting with data collection, contributing to a plan of care, performing basic therapeutic and preventive nursing measures, and assisting in evaluating the outcomes of nursing interventions of patients with commonly occurring health problems. The associate of science degree graduate is prepared to serve clients with more complex care needs, which require judgment, independent decision making within the registered nurse role, and collaborative decision making. The baccalaureate graduate has additional education in leadership, health care delivery systems, community and public health nursing, nursing research, and evidence based practice. The provision of care at this level requires a broad base of principles from science and the liberal arts. The MSN emphasis in education prepares nurses to take on teaching roles in various capacities, concentrating on simulation and online learning.

Educational preparation within each level of practice should build on previous knowledge to facilitate career mobility.



This model represents the organizing structure of NAU School of Nursing. The model illustrates the emphasis on lifelong learning throughout all Programs in a culturally sensitive context for all populations. Students enter the NAU School of Nursing at varying points in their careers (pre-licensure PN, ASN, BSN, RN-BSN or MSN). Although students enter Benner's (1984, 2000, 2001) continuum at different starting points (as a result of additional knowledge and experience), they continually move toward higher levels of competence. The implication for teaching and learning is emphasized by the constructs of caring, experiential, clinical judgment, and holistic health/illness/death.

References

- Benner, P. (1984). *From novice to expert*. Menlo Park: Addison-Wesley.
- Benner, P. (2000). Shaping the future of nursing. *Nursing Management*, 7(1), 31-5.
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- Benner, P. (2001). Taking a stand on experiential learning and good practice. *American Journal of Critical Care*, 10(1), 60-62.
- Leininger, M. M. (1991). *Culture care diversity and universality: A theory of nursing*. New York: National League for Nursing Press.
- Leininger, M., & McFarland, M. (2002). *Transcultural nursing: Concepts, theories, research and practice*. New York: McGraw Hill.
- Leininger, M., & McFarland, M. (2006). *Culture Care Diversity and Universality*. Boston: Jones and Bartlett.

MSN Curriculum Description:

The MSN emphasis in education program is based on three sets of core courses. Each course within the 12 course program awards 4.5 credits for a total of 54 credits. The graduate nursing education core courses provides students the basis for development of refined analytical skills, broad-based perspectives, enhanced abilities to articulate viewpoints and positions, clearer ability to connect theory to practice, and enhanced skills in the nurse educator profession, which is consistent with the Graduate Core Curriculum established by the AACN Essentials of Master's Education (1996) and the NLN Certified Nurse Educator test plan. The purpose of courses in the graduate nursing education core is to provide the content that forms the foundation of all graduate nursing education irrespective of specialty such as advanced clinical practice roles, nursing administration, community health, or nursing education. These courses include:

NS 6101 Theories in a Global World (4.5 cr)

NS 6102 Ethics (4.5 cr)

NS 6103 Research (4.5 cr).

NS 6104 Online Nursing Education (4.5 cr)

NS 6105 Simulation in Nursing Education (4.5 cr)

MT 6200 Leading the Organization I: Communication, Culture and Change (4.5 cr)

The core specialty competencies for the MSN emphasis in education is based on the National League of Nursing Scope of Practice for Academic Nurse Educators (2005) and the NLN Certified Nurse Educator test plan. The courses in the nursing education cores provide teaching and learning in program and curriculum, pedagogy, teaching and learning methods, instructional design, assessment and evaluation, and the nurse educator role.

These courses include:

NS 6201 Nursing Curriculum and Program Design (4.5 cr)

NS 6202 Nursing Instructional Design, Educational Methods & Teaching Strategies (4.5 cr)

NS 6203 Assessment and Evaluation in Nursing Education (4.5 cr)

NS 6204 Nurse Educator Role (4.5 cr)

The capstone core courses provide a culminating practicum and project that synthesizes the foundational courses in graduate nursing core and nursing education core courses with a focus on either online education or simulation education. These courses include:

NS 6205 Nursing Capstone Project (4.5 cr)

NS 6205 Nursing Capstone Practicum-simulation, online (4.5 cr)

During the MSN emphasis in education program, the student acquires the ability to analyze, synthesize, and utilize knowledge to provide nursing education and facilitate student learning. This is accomplished through a variety of teaching and learning experiences including formal courses using online, practicum experiences, and a culminating project. This approach allows a student to integrate prior and current learning while providing flexibility and scholarship.

Student Learning Outcomes
Graduates of the MSN program, with emphasis in
Nursing Education, will:

1. Analyze moral, ethical and legal issues that impact the delivery of nursing care and nursing education in a diverse, global world.

2. Integrate theory, research and practice using critical thinking and effective problem solving for the advancement of the nursing profession.

3. Utilize technological media to educate and communicate collaboratively with internal and external stakeholders throughout the global world.

4. Synthesize principles of education, innovative methodologies and learning approaches to achieve curricular outcomes.

5. Model professional, scholarly and leadership behaviors that foster critical thinking and life

Add:

Admission Requirements – MSN - School of Nursing

Regular Admission Status

- A current, unrestricted state Registered Nurse license (evidence of current licensure must be present in the student's departmental file), and
- BSN degree from an accredited institution, or
- BSN equivalent degree from an international institution of higher learning recognized by the ministry of education or other appropriate government agency and a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES), and
- Cumulative grade point average of at least 3.0 on a 4.0 scale during the BSN degree completion.

Admission Submittals

Add highlighted text:

- MSN applicants must submit proof of current, unrestricted state Registered Nurse licensure

International Student Admission Requirements

Add highlighted text:

3. Provide evidence of completion of a baccalaureate degree in the form of official transcripts from (i) an international higher education institution recognized by the ministry of education or other appropriate government agency and a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES) or (ii) an accredited U.S. higher education institution . Transcripts should show marks and credits earned for all post-secondary work. All records should be submitted in the native language, and credentials written in languages other than English must be accompanied by a certified English translation. Translations should be literal and not interpretive. A key to the marking system or grading scale should also be included if it is not indicated on the transcript.

Admittance Process

Add:

MSN: Upon evaluating the completed application submittals, the school of nursing in conjunction with the graduate school will notify the student as to whether he/she is accepted into the MSN program.

Tuition and Fees

Add highlighted text:

Fees

Application Fee: (applies up to one year from the original scheduled start date)*	\$ 45.00
Foundation Course Prior Learning Portfolio evaluation fee (per class, due at time of portfolio submittal)	\$ 50.00
Matriculation Fee (paid once)	\$ 50.00
Material Fee, per course for all courses not coded NS	\$ 90.00
Nursing Course Fee, per NS coded course	\$150.00
Graduation Application Fee (per degree at time of graduation application)	\$ 60.00

Quarter tuition does not include the cost of books and supplies.

*The application fee will be refunded if the applicant withdraws within three days of making payment, provided the student has not entered classes. (Exceptions: Five days in the state of Minnesota regardless of whether the course of instruction has started. Three days in the state of Missouri, excluding Saturday, Sunday and holidays, regardless of whether the student has entered classes.)

Graduate Transfer Courses

Add:

MSN

A total of 13.5 quarter-hours of graduate transfer credits are permitted to be included in a student's program of study. The following conditions apply:

1. All such courses must have been completed at an accredited institution of higher learning; **and**
2. All courses must be graduate level and relevant to the student's area of study; **and**
3. Courses included in a program of study which were taken more than five years prior to the date of graduation must be repeated or validated as to currency by the candidate. Contact the dean of graduate studies to obtain the validation procedures; **and**
4. Transferred courses that replace core courses must be academically comparable to the National American University course it is intended to replace; **and**
5. Any course to be transferred into a program of study must have been completed with at least a "B" grade; **and**
6. Only the following courses may be transferred into the MSN program of study:
 - a. Research
 - b. Ethics
 - c. Theories in a Global World

Time Limitations

Add highlighted text:

A student is expected to complete the graduate degree within seven years of beginning graduate study at National American University, with the exception of the MSN program in which the expected length of study is five years. Credits taken in the program, which were completed more than seven years (five years for MSN) prior to graduation, will be reviewed by a committee

composed of the dean of graduate studies and graduate faculty. The criterion for accepting or rejecting these credits as part of the student's program is based on the relevance of the material at the time of review. If the committee does not validate a course or courses, the student must retake the appropriate graduate course(s) as part of his/her program of study.

Add:

Graduation Requirements – MSN

The graduate degree is granted from National American University upon recommendation of the president/CEO and graduate faculty upon completion of all academic requirements for the degree. The requirements for obtaining a graduate degree are as follows:

- Successful completion of 54 quarter-credits composed of nine core courses and a minimum of three elective courses and
- Successful completion of NS6250 and NS6260 with a grade of "A" or "B", and
- Successful fulfillment of foundation course requirements (see Program Requirements section – Foundation Requirements), and
- A minimum grade point average of 3.0 in the core and elective courses, and
- A grade of "C" or below in no more than two core and elective courses. Courses in which a "C" or below is received may be repeated a maximum of two times by the student at his/her discretion. However, no program of study with more than two core and elective courses in which a "C" or below is received as a final grade in a graduate-level course will be approved for graduation, and
- A grade of "C" or above in all courses used to meet the foundation requirement regardless of whether the courses were taken from National American University or from another.

Add:

IRB Policy

It is morally and ethically imperative that the rights and welfare of research subjects be protected. In accordance with federal, as well as applicable state regulations, National American University has established the Institutional Review Board and the following policies and procedures for research involving human subjects, or data or materials derived from humans.

Safeguarding the rights and welfare of human subjects utilized in research protects not only the individual subject but also the researcher and the institution sponsoring the research project.

IRB Mission Statement

The mission of the National American University Institutional Review Board is to assure highest quality research involving human subjects conducted under the auspices of the university. In that regard, safeguarding the rights and welfare of human subjects in research is a general institutional policy delegated by the president through the provost to the Institutional Review Board (IRB). Therefore, any research project involving human subjects which is conducted by National American University faculty, staff, students, or external persons (or that takes place on any National American University campus or as a part of an academic affiliation agreement) is subject to review and approval by the IRB. The IRB's main purpose is to ensure protection of human subjects through the review, approval, modification, or disapproval of research applications submitted by faculty, staff, student, and/or external investigators. The IRB is further responsible for communication, recordkeeping, reporting, monitoring, education of the university community about ethical issues, and oversight of all research activity involving human subjects. The IRB is guided by ethical principles outlined in the Belmont Report (1979) and legal mandates outlined in the Code of Federal Regulations Title 45 Part 46 (1994).

Committee Composition

Federal regulations require that membership of the IRB include, at a minimum, one member whose primary concerns are in scientific areas, one member whose primary concerns are in nonscientific areas, other members representing more than a single profession, and at least one individual not affiliated with the university.

Definitions

For purposes of this policy, "Human Subject/Participant" is defined as "a living individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private

information." "Research" is defined as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to general knowledge."

IRB Procedures

In order to approve proposed research protocols, the IRB shall determine if the research is exempt or non-exempt. In the case of non-exempt research the IRB shall ensure that all of the following requirements are satisfied:

- Risks to subjects are minimized by using tests or procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risks, and whenever appropriate, use tests or procedures already being used for learning, diagnostic, or treatment purposes.
- Risks to subjects are reasonable in relation to the anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB shall consider only those risks and benefits that result from the research (as distinguished from risks and benefits of interventions subjects would receive even if not participating in the research).
- Selection of the subjects is equitable. In making this assessment, the IRB shall take into account the purposes of the research and the setting in which the research will be conducted.
- Voluntary informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by Title 45 [Code of Federal Regulations](#), Part 46.116 (see [Informed Consent](#)).
- Informed consent will be appropriately documented, in accordance with, and to the extent required by 45 CFR 46.117.
- Where appropriate, the research plan makes adequate provision for monitoring the data collected to attempt to insure the safety of subjects. If any serious breach in the procedure or harmful event occurs with a subject it should be reported to the IRB as soon as possible.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data. Where some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as persons with acute or severe physical or mental illness, or persons who are economically or educationally disadvantaged, appropriate additional safeguards must be included in the study to protect the rights and welfare of these subjects.

In conformity with Federal Regulations, the IRB will determine which of three separate avenues for review of research involving human subjects will be utilized:

- Full IRB Review. Research involving more than minimal risk to the subject requires review by the full IRB using current scientific and ethical standards. All research using children or vulnerable populations requires review by the full IRB.
- Expedited Review. Research involving no more than minimal risk and in which the only involvement of subjects will be in one or more of the categories defined by Federal Policy 46.110 requires review by the Chair and selected members of the IRB.
- Exempt Review. Research of minimal or no risk as defined by Federal Policy 46.101b requires review by the IRB Chair only. Some types of activities are specifically exempt from IRB review. They include:
 - Non-intrusive observation of subjects in public places,
 - Data-gathering from class members for classroom purposes (e.g., class exercises, course evaluations), and
 - Needs assessment or evaluation data intended to remain within the university community.

All persons seeking IRB approval will utilize the same application form.

Reference

The Institutional Review Board Guidebook, published by the federal Department of Health and Human Services, may be used by the NAU IRB to assist it in making determinations within the university's IRB policies and procedures.

Academic Advising Services

Add:
MSN

Nursing advisors can be reached at 1-605-721-5288 or 1-800-209-0867 (ask for MSN advising).

Disability Services

Add highlighted text:

National American University strives to make its programs accessible to all individuals, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Its purpose is to create and maintain an environment in which students may achieve their fullest potential, limited to the least extent possible by individual disabilities. Such disabilities include physical or mental impairment that substantially limits major life functions. All faculty, staff, and students of the university are expected to adhere to this philosophy of equal access to educational opportunity and to assume broad responsibility for its implementation.

Disclosure of a disability is not required, but if disclosed, it is the responsibility of the individual to seek available assistance and make his/her needs known.

The system student services office is the designated office at National American University that maintains disability-related documents, certifies eligibility for services, and determines and provides reasonable accommodations for students with disabilities. It is located in Rapid City, South Dakota. All requests for accommodation, documentation reports, and inquiries should be directed to:

Mr. Jason Warr, System Vice President for
Academic Operations and Learner Services
5301 South Highway 16, Suite 200
Rapid City, SD 57701
(605) 721-5274

For more details regarding the university's policies and procedures for providing reasonable accommodations for students with disabilities, please see the System Student Handbook or for MSN students, the SON Student Handbook.

Course Descriptions

Add:

NS 6110 Theories in a Global World (4.5 cr)

The goal of this course is to provide students with the theories within the context of a culturally diverse society, and articulate a personal philosophy of nursing. Students will do an in-depth analysis of a concept. Theory and practice will be used to define nursing problems and develop a research proposal.

Pre-and co-requisite courses: MT6200

NS 6120 Ethics (4.5 cr).

This course reviews ethical theories and principles, relates them to current and future challenges in the healthcare delivery system, and explores the potential impact of a changing healthcare delivery system on nurse leaders and practitioners. Ethical decisions are examined in light of legal issues, and ethical decision-making frameworks are used to explore ethical dilemmas.

Pre-or co-requisite courses: none

NS 6130 Online Nursing Education (4.5 cr).

This course is designed to explore the knowledge and competencies needed to develop and apply innovative strategies and emerging technologies in online nursing education. Students will explore theory behind online learning and will be introduced to the principles of instructional design, assessment and evaluation, practice teaching strategies and best practices for teaching a diverse population in a distance education and online environment. Learning styles and instructional strategies in the online environment will be examined and effective course objectives with associated outcomes will be explored.

Pre-requisite courses: NS6110

NS 6140 Research (4.5 cr).

This course is designed to focus on the steps of the research process. Students will gain the skills necessary to evaluate the relationship between practice and published research. Course content includes an overview of the qualitative and quantitative methods and designs and inquiry and critical analysis of scholarly literature.

Pre-requisite courses: statistics

NS 6150 Simulation in Nursing Education (4.5 cr).

This course is designed to explore the knowledge, skills, and competencies needed to develop, implement and evaluate the integration of simulation into nursing curriculum. It examines the educational theories and simulation framework related to the utilization of simulation in teaching and learning. Teaching-learning strategies and educator tools will be provided to facilitate the instruction of the simulation pedagogy.

Pre-requisite courses: NS6110

NS 6210 Nursing Curriculum and Program Design (4.5 cr).

This course explores philosophies of nursing curriculum, and guidelines for curriculum development, implementation, and evaluation necessary to meet the needs of adult learners and multicultural students. Students construct a curriculum, reflecting philosophical and theoretical underpinnings, broad goals, and learning objectives. Principles of program design, development of teaching syllabus, and assessment of nursing education are key concepts of this course.

Pre-requisite courses: NS610, NS6120, NS6140

NS 6220 Nursing Instructional Design, Educational Methods & Teaching Strategies (4.5 cr).

This course offers the student practical applications in the design and assessment of individual courses within the design of programmatic nursing curricula including development of learning objectives and teaching strategies to achieve programmatic learning outcomes.

Pre-and co-requisite courses: NS6210

NS 6230 Assessment and Evaluation in Nursing Education (4.5 cr).

This course is designed to prepare nurse educators to apply assessment and evaluation methods in measuring outcomes in nursing education. The processes of course and program assessment and evaluation are defined and presented in the context of program, course, and student learning outcomes.

Pre-requisite courses: NS6210, NS6220

NS 6240 Nurse Educator Role (4.5 cr).

This course focuses on the role of the nurse educator as a clinician, educator, researcher, expert, leader, change agent are explored and presented. Nurse educators are most known for the service in academia, but this course also explores the other diverse settings in which the graduate could seek employment.

Pre-and co-requisite courses: NS6230

N6250 Nursing Capstone Project

This course is designed to integrate concepts, theories and skills learned in other graduate courses. The student will develop a project based on research, principles and theories of nursing education. Students will select a topic relevant to nursing education in the areas of simulation and/or online learning as guided by a professor acting as a supervisor/mentor. The project culminates in a written proposal for the intended practicum. This capstone project will prepare the learner for practicum experience in NURS6260.

Prerequisites: 6 core courses, 4 emphasis courses

NS6260 Nursing Capstone Practicum-Simulation/Online

This practicum guided experience allows the learner the opportunity to initiate simulation or online teaching project which will allow the student to build on the project completed in NURS 6250. Evaluation, a critical analysis and reflection on the project will be completed.

Prerequisites: NUR6250