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<th>LAST</th>
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<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td>Bilder</td>
<td>Loretta</td>
<td>570-408-4067</td>
<td>114</td>
<td><a href="mailto:loretta.bilder@wilkes.edu">loretta.bilder@wilkes.edu</a></td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
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<td>114</td>
<td><a href="mailto:maria.grandinetti@wilkes.edu">maria.grandinetti@wilkes.edu</a></td>
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<tr>
<td>Ives</td>
<td>Rita</td>
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<tr>
<td>Lastovica</td>
<td>Barbara</td>
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<td>Limongelli</td>
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<tr>
<td>Malkemes</td>
<td>Sue</td>
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<td>302</td>
<td><a href="mailto:maryjane.miskovsky@wilkes.edu">maryjane.miskovsky@wilkes.edu</a></td>
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<tr>
<td>McCormick</td>
<td>Mary Ann</td>
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<td><a href="mailto:wanda.ruppert@wilkes.edu">wanda.ruppert@wilkes.edu</a></td>
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<tr>
<td>Miller</td>
<td>William</td>
<td>570-408-4021</td>
<td>202</td>
<td><a href="mailto:cherie.soprano@wilkes.edu">cherie.soprano@wilkes.edu</a></td>
</tr>
<tr>
<td>Miskovsky</td>
<td>Mary Jane</td>
<td>570-408-4077</td>
<td>206</td>
<td><a href="mailto:jacobelle.mcorr@wilkes.edu">jacobelle.mcorr@wilkes.edu</a></td>
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<tr>
<td>Ruppert</td>
<td>Wanda</td>
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<td>316</td>
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<tr>
<td>Soprano</td>
<td>Cherie</td>
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<td>301</td>
<td><a href="mailto:Deborah.Zbegner@wilkes.edu">Deborah.Zbegner@wilkes.edu</a></td>
</tr>
<tr>
<td>Stewart</td>
<td>Jacqueline</td>
<td>570-408-4073</td>
<td>303</td>
<td><a href="mailto:bridgette.zielinski@wilkes.edu">bridgette.zielinski@wilkes.edu</a></td>
</tr>
<tr>
<td>Turner</td>
<td>Lisbeth</td>
<td>570-408-4079</td>
<td>304</td>
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</table>

*Associate Dean of the School of Nursing
**Director of Graduate Nursing Program
WILKES UNIVERSITY

MISSION
The Mission of Wilkes University is to educate our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, and academic excellence.

VISION
The Vision of Wilkes University is to be a nationally recognized independent university where intense personal engagement in exceptional academic and professional programs cultivates a lifelong commitment to learning, ethics, civic responsibility, and openness to cultural diversity.

VALUES
The Wilkes University Statement of Values is as a university community, we work together with understanding, respect and integrity, guided by these principles:
Student success
- Lifelong learning is our passion
- Mentorship is our guiding behavior
- Community engagement is our civic imperative
SCHOOL OF NURSING

MISSION
The mission of the School of Nursing is to develop professional practitioners of nursing that provide quality health care in multicultural environments, promote interprofessional collaboration, engage in lifelong learning, expand nursing science, and serve the community with intelligence, compassion, respect, and integrity.

VISION
The vision of the School of Nursing is to be the recognized leader in nursing education that prepares professional nurses to engage in scholarly activity and guide nursing practice with meaningful contributions to clinical prevention, population health, and healthcare policy development.

- Baccalaureate nursing students are prepared to meet the challenges of clinical practice in an increasingly complex healthcare environment through evidenced-based practice.
- Graduate students are prepared to assume diverse health care and leadership roles and contribute to the advancement of nursing science as expert scholars, practitioners, educators and executives.

PHILOSOPHY
The Wilkes University School of Nursing, consistent with the mission of the University, is committed to educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, and academic excellence and to upholding the Wilkes’ tradition of community service. The School of Nursing supports the University’s core curriculum, which includes a broad spectrum of courses designed to stimulate the student’s intellectual, personal and social development.

The educational program in nursing prepares students to deal with the complexities of a dynamic profession and society. The nursing faculty identifies human beings, environment, health, and nursing as the major concepts of the curriculum. This philosophy expands on the conceptual meanings of these ideas.

Human beings are unique, rational entities with inherent dignity and worth. Each person is a physical, psychological, spiritual, social, and cultural being with specific needs. In an effort to meet these needs, people develop human response patterns. These human response patterns are interrelated with developmental stages and influence the ability of people to maintain order and to experience wellness. Human beings are in constant interaction with a dynamic environment. While people and their environment are distinguishable from each other, each participates in the creation of the other.

The environment is multidimensional, dynamic, and integral to human beings and their response patterns. It encompasses the biological, physical, psychological, sociocultural, political, and economical experiences of people. Human beings experience the environment as individuals, families, and communities who share common beliefs and values. The environment, thus, affects and effects change in the patterning of both people and itself.

Health is a dynamic state of being which can be depicted on a wellness-illness continuum. A person’s position on the continuum is a result of that person’s interrelationship with the
environment; movement along the continuum is reflected in the person’s response patterns. Optimum health is uniquely experienced as that point on a wellness-illness continuum which reflects the maximum level of wellness that can be achieved.

Nursing is a human science which focuses on people, their environment, and their health. It is characterized by interaction between the nurse and the client; is directed toward identifying human response patterns to the environment; and takes place to assist individuals, families and communities to meet human needs through promoting, maintaining, and restoring health and preventing illness. Whenever actual or potential threats to a client interfere with the ability to meet human needs, and/or whenever a client desires assistance in maintaining optimal health, nurses intervene through a deliberative process of assessment, analysis, planning, implementation, and evaluation.

Within the legal and ethical parameters of the profession, the nurse assumes the roles of practitioner, advocate, teacher, researcher, and leader to provide health care to clients in a variety of settings. The professional nurse functions interdependently with members of the health team in collaborative relationships wherein each profession contributes according to its knowledge base, skills, and focus.

The nursing faculty believes that learning is a continuous process throughout the life span. It is achieved in direct proportion to the needs, interests, and resources of the individual learner and is measured by change in behavior. The process of learning is sequential and deals in the cognitive, affective, and psychomotor domains. The teacher is responsible for providing quality learning experiences, sharing information, and maintaining a climate conducive to learning. The learner is responsible for acquisition of knowledge, skills, and attitudes essential to the practice of professional nursing. The teacher and the learner interact to explore and develop an understanding of the relationship among theory, research, and practice. This interaction facilitates critical thinking, fosters professional practice and, ultimately, contributes to the development of nursing.

The baccalaureate programs for nursing prepare a beginning self-directed professional practitioner. Graduates function as generalists whose education for professional nursing is based upon the integration of knowledge from the humanities, the physical and social sciences, nursing theory, and applied research. Entry level nursing education facilitates political awareness and the development of personal and professional standards, and provides the basis for graduate study in advancing nursing practice. The Graduate Program in nursing builds upon baccalaureate education and is designed to prepare nurses for advancing nursing practice. Graduates have advanced skills in the roles of direct client care provider, consultant, educator, researcher, collaborator and manager. The emphasis in the master’s program is on the development of clinical and professional expertise in healthcare communities. The master’s program serves as basis for doctoral study in nursing. The Doctor of Nursing Practice is a practice-focused, terminal degree that prepares nurses with scientific inquiry to become leaders in advancing nursing practice. Graduates demonstrate application of scholarship and research for solving complex health problems through translation of research in clinical practice and integration and dissemination of new knowledge for improving health outcomes.
DOCTOR OF NURSING PRACTICE (DNP)

PURPOSE
The proposed program leading to the Doctor of Nursing Practice at Wilkes University is linked to the mission statement of the University and to the mission of the Department of Nursing as well as, AACN’s definition of advanced nursing practice. The goal of the proposed doctoral program focuses on two primary elements: applied research and clinical practice. These two elements are embedded in courses throughout the program with opportunities to apply acquired knowledge and skills to problems and practice in the students’ respective fields for the betterment of health care agencies and the people they serve.

The online program is designed for self-motivated students adept at using computers. Student computers must meet system requirements of the university.

PROGRAM OUTCOMES
1. Synthesize nursing science to manage complex health problems and improve health outcomes in advanced nursing practice.
2. Develop and evaluate knowledge and skills in organizational and systems leadership to improve health care practice and policy.
3. Critically analyze information technology, research methodology, quality improvement methodology to implement the best evidence based practice.
4. Design and analyze patient care technology and information systems to enhance quality of health care delivery.
5. Evaluate health care policies to improve health care policy outcomes at the local, state, and national levels.
6. Employ specialized knowledge and leadership skills when collaborating and leading other inter-professional health care teams in complex health care delivery systems.
7. Analyze health disparities, cultural diversity, environmental and societal needs in the care of individuals, aggregates, and populations.
8. Develop, demonstrate, and sustain advanced levels of clinical judgment, systems thinking and accountability to implement and evaluate evidence based care disparities, cultural diversity, environmental and societal needs in the care of individuals, aggregates, and populations.

ADMISSION REQUIREMENTS
- Bachelor of Science in Nursing with a GPA of 3.0 or higher on a 4.0 scale
- Master of Science in Nursing with a GPA of 3.5 or higher on a 4.0 scale
- Advanced Practice Nurses (Nurse Practitioners, Clinical Nurse Specialists, Nurse Anesthetists, Nurse Midwives) must present evidence of:
  - Completion of graduate courses titled Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment
  - Proof of completion of a minimum of 500 supervised clinical practice hours during advanced practice nursing master's or post-master's program
  - Proof of national advanced practice certification (preferred)
- Official transcripts from all post-secondary education experiences (International students must submit all official transcripts and other requirements to http://www.wes.org and pay the appropriate fees. World Education Services will forward documents to Wilkes University.)
• Three recommendation forms submitted from graduate-prepared nurses or faculty who can attest to the applicant's potential for advanced-practice studies and for leadership
• A three-page narrative written by the applicant providing insight into professional goals and expectations for doctoral studies
• A professional portfolio submitted by the applicant reflecting career and scholarship achievements to date, which will be continued through the DNP program and presented at the time of the scholarly project
• Documentation of current RN state licensure and current national certification for advanced practice nursing
• For applicants whose native language is not English and who hail from non-English speaking countries, submission of a minimum Test of English as a Foreign Language (TOEFL) score of 550 or International English Language Testing System (IELTS) score of 6.0 earned within two years prior to application
• For those applicants who meet the above requirements, a successfully completed phone interview

**CURRICULUM**

**Graduate Nursing Core (For RN’s entering with a Bachelor’s Degree) (21 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>NSG 500</td>
<td>Advanced Health Assessment</td>
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<td>NSG 501</td>
<td>Theoretical Foundations of Nursing Science</td>
<td>3</td>
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<tr>
<td>NSG 502</td>
<td>Advanced Nursing Research</td>
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<tr>
<td>NSG 504</td>
<td>Advanced Role Development in Nursing</td>
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<td>NSG 505</td>
<td>Health Care Policy and Models of Care</td>
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<tr>
<td>NSG 530</td>
<td>Pathophysiology for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NSG 533</td>
<td>Pharmacotherapeutics for Advanced Practice Nursing</td>
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Student seeking a BS to DNP will stop out and receive a master’s degree allowing them to sit for the appropriate national certification exam and begin clinical practice. Students will then resume enrollment into the DNP curriculum. This allows students to gain clinical expertise in advancing nursing practice role, while simultaneously completing requirements for DNP courses, including the Scholarly Project in NSG 608.
### Adult –Gerontology Clinical Nurse Specialist (14 Credits)

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<tr>
<td>NSG 553</td>
<td>Adult Health Perspectives of Culturally Diverse, Rural, And Underserved Populations</td>
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<td>NSG 554</td>
<td>Advanced Practice in Adult-Gerontology I</td>
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<tr>
<td>NSG 555</td>
<td>Advanced Practice in Adult-Gerontology II</td>
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<td>NSG 506</td>
<td>Advanced Practice in Adult-Gerontology Clinical I</td>
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<tr>
<td>NSG 515</td>
<td>Advanced Practice in Adult-Gerontology Clinical II</td>
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### Adult Nurse Practitioner (16 credits)

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<td>Diagnostic Reasoning for Nurse Practitioners</td>
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<td>NSG 553</td>
<td>Adult Health Perspectives of Culturally Diverse, Rural, And Underserved Populations</td>
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<td>NSG 506</td>
<td>Advanced Practice in Adult-Gerontology Clinical I</td>
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<tr>
<td>NSG 515</td>
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### Psychiatric / Mental Health Clinical Nurse Specialist (14 Credits)

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<td>Clinical Modalities in Advanced Psychiatric Mental Health Nursing Practice</td>
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<td>NSG 527</td>
<td>Family Systems Theory</td>
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<td>NSG 535</td>
<td>Advanced Practice in Psychiatric Mental Health Nursing I</td>
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<td>Advanced Practice in Psychiatric Mental Health Nursing II</td>
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<tr>
<td>NSG 551</td>
<td>Mental Health Perspectives of Culturally Diverse, Rural, And Underserved Populations</td>
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### Adult Psychiatric/Mental Health Nurse Practitioner (18 credits)

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<td>NSG 527</td>
<td>Family Systems Theory</td>
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<tr>
<td>NSG 535</td>
<td>Advanced Practice in Psychiatric Mental Health Nursing I</td>
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<td>NSG 550</td>
<td>Diagnostic Reasoning for Nurse Practitioners</td>
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<tr>
<td>NSG 536</td>
<td>Advanced Practice in Psychiatric Mental Health Nursing II</td>
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</tr>
<tr>
<td>NSG 551</td>
<td>Mental Health Perspectives of Culturally Diverse, Rural, And Underserved Populations</td>
<td>2</td>
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<tr>
<td>NSG 552</td>
<td>Psychopharmacology</td>
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</table>
Nurse Executive (15 Credits)
- NSG 560  Healthcare Operations for the Nurse Executive  3 credits
- NSG 561  Organizational Leadership for the Nurse Executive  3 credits
- NSG 562  Advanced Leadership Topics for the Nurse Executive  3 credits
- NSG 563  Nurse Executive Practicum I  3 credits
- NSG 564  Nurse Executive Practicum II  3 credits

DNP Core (Post-Master’s and BS-DNP Students) (30 Credits)
- NSG 600  Nursing Informatics  3 credits
- NSG 601  Biostatistics  3 credits
- NSG 602  Ethical Principles for Advanced Nursing Practice  3 credits
- NSG 603  Application of Nursing Research  3 credits
- NSG 604  Epidemiology and Environmental Health  3 credits
- NSG 605  Collaboration in Health Care Delivery  3 credits
- NSG 606  Diversity and Social Issues  3 credits
- NSG 607  Leadership in Advanced Nursing Practice  3 credits
- NSG 608  Scholarly Project  6 credits

Length of DNP Program
Master's level advanced practice nurses may require the 30 credit DNP core for completion. Master's level non advanced practice nurses are evaluated individually and will require approximately 45-49 credits for completion. Bachelor's level candidates must complete 65-70 credits.

The total time taken to complete the proposed doctoral degree may not exceed 6 years for Post-Master’s students and 8 years for BS-DNP students.

Each academic unit will typically run for a 12-week period. Courses will be offered sequentially with two courses taught in the fall, two in the spring, and one in the summer.

Residency Requirement
An on-site residency is required for students enrolled in NSG 500: Advanced Health Assessment

All students in clinical courses may be required to complete an on-site Residency. During Residency, direct supervision and evaluation of the student will be completed by CRNP faculty at their designated clinical practice sites. On-site visits may be provided by CRNP clinical faculty as an alternative with students in a local commuting area.

- NSG 506  Advanced Practice in Adult-Gerontology Clinical I
- NSG 515  Advanced Practice in Adult-Gerontology Clinical II
- NSG 535  Advanced Practice in Psychiatric Mental Health Nursing I
- NSG 536  Advanced Practice in Psychiatric Mental Health Nursing II
MASTER OF SCIENCE WITH A MAJOR IN NURSING (MS)

PURPOSE
The purpose of the Masters in Science with Major in Nursing at Wilkes University is to prepare the Clinical Nurse Specialist, Nurse Practitioner, Nurse Executive, and Nurse Educator for advancing nursing practice. This multidisciplinary program provides a foundation for further study in nursing and continued professional development. Graduates are eligible for national certification. Each student's program of study is planned to meet individualized personal goals and professional requirements.

PROGRAM OUTCOMES
2. Develop expertise in the Clinical Nurse Specialist, Nurse Practitioner, Nurse Executive, and Nurse Educator to advance nursing practice.
3. Develop skills and abilities to assume leadership roles in advanced nursing practice.
4. Evaluate nursing research for its applicability to advance nursing practice.
5. Evaluate applicable knowledge and concepts in nursing to deal with the complexities of a dynamic society.
6. Participate in lifelong learning as a part of advancing nursing practice.

NURSE PRACTITIONER PROGRAM PURPOSE:
The purpose of the Nurse Practitioner program in the School of Nursing at Wilkes University is to prepare Nurse Practitioners for providing direct patient care of health promotion, health protection, disease prevention, and treatment. Nurse Practitioners increase access to safe, quality healthcare. As Advanced Practice Registered Nurses, Nurse Practitioners receive specialized knowledge and skills required to meet the healthcare needs of specific populations. Upon completion of the program, Nurse Practitioners meet the requirements for education, accreditation, certification, and licensure preparing them for clinical practice with their chosen population.

NURSE PRACTITIONER PROGRAM OUTCOMES:
The Nurse Practitioner will:
1. Synthesize theoretical, scientific, and clinical knowledge in providing comprehensive, evidence-based care.
2. Perform comprehensive health history and physical examination to diagnose health conditions involving critical analysis, differential diagnosis, and data interpretation.
3. Assume leadership roles in collaboration with other health professionals to achieve optimum patient health.
4. Integrate health care policy as it impacts the decision-making ability to provide quality patient care.
5. Negotiate healthcare delivery systems to promote quality health outcomes for individuals, communities, and organizational systems.
6. Coordinate care for patients with complex conditions through referrals and collaboration.
7. Participate in life-long learning through higher education, continuing education, certification and evaluation.

ADMISSION REQUIREMENTS
In addition to the requirements of the Graduate Division, admission to the Master's Program in nursing requires:
- Graduation from an approved baccalaureate program in nursing
- Licensure as a Registered Nurse
- One year of clinical experience prior to clinical practicum
- A GPA from the original program of 3.0 or higher on a 4.0 scale
- An undergraduate statistics course
- An undergraduate research course
- Evidence of health assessment skills
- A statement of professional goals. These goals should relate to the goals of the graduate program in nursing at Wilkes University
- Two letters of recommendation
- Personal interview
A student whose background is judged to be deficient in any area will be evaluated individually and a program plan that will remedy the deficiency will be developed. Courses to remedy such deficiency do not carry graduate credits.

CURRICULUM
Graduate Nursing Core (24 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NSG 500</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NSG 501</td>
<td>Theoretical Foundations of Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NSG 502</td>
<td>Advanced Nursing Research</td>
<td>3</td>
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<tr>
<td>NSG 504</td>
<td>Advanced Role Development in Nursing</td>
<td>3</td>
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<tr>
<td>NSG 505</td>
<td>Health Care Policy and Models of Care</td>
<td>3</td>
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<tr>
<td>NSG 530</td>
<td>Pathophysiology for Advanced Practice</td>
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<tr>
<td>NSG 533</td>
<td>Pharmacotherapeutics for Advanced Practice Nursing</td>
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<tr>
<td>NSG 590</td>
<td>Scholarly Project</td>
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CONCENTRATIONS
Adult – Gerontology Clinical Nurse Specialist (14 Credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NSG 553</td>
<td>Adult Health Perspectives of Culturally Diverse, Rural, And Underserved Populations</td>
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<tr>
<td>NSG 554</td>
<td>Advanced Practice in Adult-Gerontology I</td>
<td>3</td>
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<tr>
<td>NSG 555</td>
<td>Advanced Practice in Adult-Gerontology II</td>
<td>3</td>
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<tr>
<td>NSG 506</td>
<td>Advanced Practice in Adult-Gerontology Clinical I</td>
<td>3</td>
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<td>NSG 515</td>
<td>Advanced Practice in Adult-Gerontology Clinical II</td>
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Adult Nurse Practitioner (16 credits)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NSG 550</td>
<td>Diagnostic Reasoning for Nurse Practitioners</td>
<td>2</td>
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<tr>
<td>NSG 553</td>
<td>Adult Health Perspectives of Culturally Diverse, Rural,</td>
<td>2</td>
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And Underserved Populations

**NSG 554** Advanced Practice in Adult-Gerontology I 3 credits
**NSG 555** Advanced Practice in Adult-Gerontology II 3 credits
**NSG 506** Advanced Practice in Adult-Gerontology Clinical I 3 credits
**NSG 515** Advanced Practice in Adult-Gerontology Clinical II 3 credits

**Psychiatric / Mental Health Clinical Nurse Specialist (14 Credits)**

**NSG 526** Clinical Modalities in Advanced Psychiatric Mental Health Nursing Practice 3 credits
**NSG 527** Family Systems Theory 3 credits
**NSG 535** Advanced Practice in Psychiatric Mental Health Nursing I 3 credits
**NSG 536** Advanced Practice in Psychiatric Mental Health Nursing II 3 credits
**NSG 551** Mental Health Perspectives of Culturally Diverse, Rural, and Underserved Populations 2 credits

**Adult Psychiatric/Mental Health Nurse Practitioner (18 credits)**

**NSG 526** Clinical Modalities in Advanced Psychiatric Mental Health Nursing Practice 3 credits
**NSG 527** Family Systems Theory 3 credits
**NSG 535** Advanced Practice in Psychiatric Mental Health Nursing I 3 credits
**NSG 550** Diagnostic Reasoning for Nurse Practitioners 2 credits
**NSG 536** Advanced Practice in Psychiatric Mental Health Nursing II 3 credits
**NSG 551** Mental Health Perspectives of Culturally Diverse, Rural, and Underserved Populations 2 credits
**NSG 552** Psychopharmacology 2 credits

**Nurse Executive (15 Credits)**

**NSG 560** Healthcare Operations for the Nurse Executive 3 credits
**NSG 561** Organizational Leadership for the Nurse Executive 3 credits
**NSG 562** Advanced Leadership Topics for the Nurse Executive 3 credits
**NSG 563** Nurse Executive Practicum I 3 credits
**NSG 564** Nurse Executive Practicum II 3 credits

**Nursing Education (15 Credits)**

**NSG 540** The Nursing Curriculum: Development and Implementation 3 credits
**NSG 541** Teaching Methodologies and Strategies in Nursing 3 credits
**NSG 542** Evaluation in Nursing Education 3 credits
**NSG 544** Clinical Practice in Education I 3 credits
**NSG 545** Clinical Practice in Education II 3 credits
RN-MS PROGRAM

PURPOSE
This accelerated program is designed for the experienced, practicing registered nurse who plans to continue nursing studies through the master's level and does not hold a baccalaureate degree. Adjustments of the undergraduate requirements permit rapid progress into the graduate level. The Master's Program remains intact and prepares the registered nurse for advancing nursing practice. Program plans are individualized for each student. Time to complete the program is related to the applicability of transfer credit as well as the number of credits taken in any semester.

An interview with the Director of the Graduate Nursing Program is required prior to entry into the program. Formal admission to Wilkes University is necessary and will include evaluation of transfer credits.

ADMISSION REQUIREMENTS
To be considered for admission, the applicant must successfully complete the following minimum requirements:

- Submit a completed graduate application for admission with payment of appropriate application fee
- Submit official transcripts showing graduation from an accredited nursing program.
- Licensure as a Registered Nurse.
- One year of clinical experience prior to clinical practicum.
- A GPA from the original program of 3.0 on a 4.0 scale.
- A statement of professional goals.
- Two letters of recommendation.
- Personal Interview.
POST-GRADUATE DEGREE CERTIFICATE PROGRAMS

PURPOSE
This program is designed for professional nurses who have earned a Master’s or Doctoral Degree in Nursing and seek further education in advanced nursing practice. Programs offered are the Adult-Gerontology Clinical Nurse Specialist, Adult Nurse Practitioner, Psychiatric Mental Health Clinical Nurse Specialist, Adult Psychiatric Mental Health Nurse Practitioner, Nurse Executive, and Nursing Education concentrations. No degree will be awarded.

ADMISSION REQUIREMENTS
- Master’s or Doctoral degree with a major in nursing from a program approved by either The National League for Nursing (NLN) or The Commission on Collegiate Nursing Education (CCNE).
- GPA 3.0 on a 4.0 scale
- Current Registered nurse license.
- Two years of recent professional experience in nursing
- Personal interview
- Completed application for admission to graduate Studies, including academic transcripts
- Two letters of reference from health care professionals attesting to the candidate’s clinical expertise
- Statement of professional goals

CURRICULUM

**Adult – Gerontology Clinical Nurse Specialist (23 Credits)**
- NSG 500 Advanced Health Assessment 3 credits
- NSG 530 Pathophysiology for Advanced Practice 3 credits
- NSG 533 Pharmacotherapeutics for Advanced Practice Nursing 3 credits
- NSG 553 Adult Health Perspectives of Culturally Diverse, Rural, And Underserved Populations 2 credits
- NSG 554 Advanced Practice in Adult-Gerontology I 3 credits
- NSG 555 Advanced Practice in Adult-Gerontology II 3 credits
- NSG 506 Advanced Practice in Adult-Gerontology Clinical I 3 credits
- NSG 515 Advanced Practice in Adult-Gerontology Clinical II 3 credits

**Adult Nurse Practitioner (25 credits)**
- NSG 500 Advanced Health Assessment 3 credits
- NSG 530 Pathophysiology for Advanced Practice 3 credits
- NSG 533 Pharmacotherapeutics for Advanced Practice Nursing 3 credits
- NSG 550 Diagnostic Reasoning for Nurse Practitioners 2 credits
- NSG 553 Adult Health Perspectives of Culturally Diverse, Rural, And Underserved Populations 2 credits
- NSG 554 Advanced Practice in Adult-Gerontology I 3 credits
- NSG 555 Advanced Practice in Adult-Gerontology II 3 credits
- NSG 506 Advanced Practice in Adult-Gerontology Clinical I 3 credits
- NSG 515 Advanced Practice in Adult-Gerontology Clinical II 3 credits
**Psychiatric / Mental Health Clinical Nurse Specialist (23 Credits)**

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<td>NSG 533</td>
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<tr>
<td>NSG 526</td>
<td>Clinical Modalities in Advanced Psychiatric Mental Health Nursing Practice</td>
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<tr>
<td>NSG 527</td>
<td>Family Systems Theory</td>
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<td>NSG 535</td>
<td>Advanced Practice in Psychiatric Mental Health Nursing</td>
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<td>NSG 536</td>
<td>Advanced Practice in Psychiatric Mental Health Nursing</td>
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<tr>
<td>NSG 551</td>
<td>Mental Health Perspectives of Culturally Divers, Rural, And Underserved Populations</td>
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**Adult Psychiatric/Mental Health Nurse Practitioner (27 credits)**

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<td>NSG 550</td>
<td>Diagnostic Reasoning for Nurse Practitioners</td>
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<td>NSG 551</td>
<td>Mental Health Perspectives of Culturally Diverse, Rural, And Underserved Populations</td>
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<tr>
<td>NSG 552</td>
<td>Psychopharmacology</td>
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**Nurse Executive (24 Credits)**

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<tr>
<td>NSG 533</td>
<td>Pharmacotherapeutics for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 560</td>
<td>Healthcare Operations for the Nurse Executive</td>
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<tr>
<td>NSG 561</td>
<td>Organizational Leadership for the Nurse Executive</td>
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<tr>
<td>NSG 562</td>
<td>Advanced Leadership Topics for the Nurse Executive</td>
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<tr>
<td>NSG 563</td>
<td>Nurse Executive Practicum I</td>
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<tr>
<td>NSG 564</td>
<td>Nurse Executive Practicum II</td>
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**Nursing Education (24 Credits)**

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<td>NSG 540</td>
<td>The Nursing Curriculum: Development and Implementation</td>
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<tr>
<td>NSG 541</td>
<td>Teaching Methodologies and Strategies in Nursing</td>
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NSG 542  Evaluation in Nursing Education  3 credits
NSG 544  Clinical Practice in Education I  3 credits
NSG 545  Clinical Practice in Education II  3 credits

*To meet this requirement students must take N 533 or have completed a 3-credit advanced pharmacotherapeutics course within the past five years. Courses completed prior to the five year limit must be accompanied by evidence of at least three hours of continuing education in advanced pharmacotherapeutics for each year surpassing the five-year limit.

Required number of credits for each concentration is at the discretion of the Director of Nursing Graduate Programs.
POLICIES

ACADEMIC ADMISSION

Degree-Seeking Students

Regular admission is granted to students who have completed the application process and who have demonstrated an acceptable level of academic work in their undergraduate program and are prepared for work at the graduate level in their field of specialization.

Provisional admission is granted to students who have not satisfied general or academic admissions requirements including missing documentation or insufficient academic credentials for regular admission. Some graduate programs may allow a provisionally admitted student to begin graduate work before or simultaneously with completion of admissions deficiencies. Individual programs will determine the maximum number of graduate credits a provisional student can complete. Upon completion of the designated graduate credits, a provisionally admitted student will either be granted regular admission or denied admission into a graduate program. Under extraordinary circumstances a student may petition the Dean of the College of Graduate and Professional Studies for an extension.

Rejection will be used in cases when a student does not meet the general or academic admissions requirements of the individual program.

Cancellation. Applicants who have not completed the application process and have not yet started taking academic classes, will have 1 year to complete their file. Should the process not be completed within that timeframe, the application will be cancelled.

Additionally, students who have completed the application process and received a decision, but have not yet started taking academic courses, will have their applications cancelled one year after the date of acceptance. Students who are still interested in an academic program will be asked to reapply to the program.

Special Non-Degree Students

Individuals who are interested in completing credits for transfer to another university or for personal enrichment only need to complete a non-degree application and send a copy of their undergraduate transcript. The non-degree application will be cancelled after the maximum number of credits is reached which will be established by each program.

ACADEMIC ADVISEMENT

Each student is assigned an academic advisor who is faculty in the Graduate Program. Students are responsible for contacting the Advisor with any academic issues encountered. The Advisor is responsible for timely responses to the student and for providing guidance with meeting program requirements. The student and advisor can collaborate and develop a plan to meet the student’s individual learning needs.
ACADEMIC INTEGRITY
Statement on Intellectual Responsibility and Plagiarism
At Wilkes the faculty and entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:
1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Faculty is expected to report violations to both the Dean of Students and the Provost. Penalties for violations may range from failure in the particular assignment, program, or test, to failure for the course. The Faculty may also refer the case for disposition to the Student Affairs Cabinet. The academic sanctions imposed are the purview of the Faculty; the Student Affairs Cabinet determines disciplinary sanctions.

The appeal of a failing grade for academic dishonesty will follow the Academic Grievance policy. The appeal of a disciplinary sanction will follow the Disciplinary Action policy. Students assume the responsibility for providing original work in their courses without plagiarizing.

According to the seventh edition of the *Little, Brown Handbook*, plagiarism “is the presentation of someone else’s ideas or words as your own” (p. 578). Similarly, the seventh edition of the *MLA Handbook for Writers of Research Papers* states, “using another person’s ideas, information, or expressions without acknowledgement of that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to gain an advantage constitutes fraud” (p. 26). Academic writing assignments that require the use of outside sources generally are not intended to teach students to assemble a collection of ideas and quotes, but rather to synthesize the ideas they find elsewhere in order to construct new knowledge for themselves. This process requires a higher level of thinking than some students may have been trained to engage, and inexperienced writers may be sorely tempted to copy wording they feel inadequate to improve or even restate. Plagiarism is a serious issue that violates most people’s sense of property rights, honest representation, and fairness.

The University considers the following as three separate forms of plagiarism:
*Deliberate plagiarism* - centers on the issue of intent. If students deliberately claim another’s language, ideas, or other intellectual or creative work as their own, they are engaged in a form of intellectual theft. This is not tolerated in academic, business, and professional communities, and confirmed instances of plagiarism usually result in serious consequences. Similarly, submitting the work of another person or submitting a paper purchased from another person or agency is a clear case of intentional plagiarism for which students will be subject to the severest penalties.
Unintentional plagiarism - often results from misunderstanding conventional documentation, oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.

Self-plagiarism - occurs when students submit papers presented for another course, whether for the English department or another department or school. Students may submit papers for more than one course only if all instructors involved grant permission for such simultaneous or recycled submissions.

Penalties for plagiarism may range from failure for the particular assignment to failure for the course. In accordance with the academic grievance procedures of Wilkes University, cases of plagiarism will be addressed first by the Faculty. Any appeal by the student should be directed to the Director of Graduate Nursing Program. Students can avoid plagiarizing by carefully organizing and documenting materials gathered during the research process. Notes attached to these materials, whether in the form of informal notes, photocopied articles, or printouts of electronic sources, should carefully identify the origin of the information. Such attention to detail at every stage of the process will ensure an accurate bibliography that documents all the outside sources consulted and used. Students should follow these general principles when incorporating the ideas and words of others into their writing:

1. The exact language of another person (whether a single distinctive word, phrase, sentence, or paragraph) must be identified as a direct quotation and must be provided with a specific acknowledgment of the source of the quoted matter.
2. Paraphrases and summaries of the language and ideas of another person must be clearly restated in the author’s own words, not those of the original source, and must be provided with a specific acknowledgment of the source of the paraphrased or summarized matter.
3. All visual media, including graphs, tables, illustrations, raw data, audio and digital material, are covered by the notion of intellectual property and, like print sources, must be provided with a specific acknowledgment of the source.
4. Sources must be acknowledged using the systematic documentation method required by the instructor for specific assignments and courses.
5. As a general rule, when in doubt, provide acknowledgment for all borrowed material.

Different disciplines use different documentation methods; therefore, students should consult instructors about the correct use of the appropriate documentation style. Writing style manuals detailing correct forms for acknowledging sources are available in the Farley Library, at the Writing Center, and at the college bookstore. Additional resources and guidance in the correct use of sources can be obtained at the Writing Center and from individual instructors.

The penalties for plagiarism, either purposeful or incidental, may be severe. Several internet sites provide examples of plagiarism issues, as well as ways to avoid plagiarism. All students enrolled in Graduate courses within Wilkes University, School of Nursing are required to demonstrate an understanding of plagiarism. The School of Education at Indiana University Bloomington offers an online tutorial (https://www.indiana.edu/~istd/) which will assist you in identifying plagiarism. Please review the tutorial, take the exam, and submit the certificate as confirmation.
of completion, upon entering the first semester in the graduate program. The certificate must be submitted to the DNP/Graduate Program Coordinator and may be faxed to (570) 408-7807 or emailed as a .pdf file.

ACADEMIC STANDING: PROBATION AND DISMISSAL
In order for a student to maintain good academic standing in graduate programs, the student must maintain a GPA of 3.0 or higher at and after the point of completing 10 credits in his/her respective program. The 10 credit probationary allowance provides a student the opportunity to demonstrate his/her academic ability.

**Dismissal:** After completing 10 credits, a graduate student whose GPA drops below a 3.0 will be dismissed from his/her respective program. Students who are dismissed may retake a course or courses as a non-degree student, which provides the opportunity to replace one or more of their deficient grades. If the student is successful in moving his/her GPA to the 3.0 level or higher, he/she may re-apply for acceptance into his/her program.

Only courses with grades below a 3.0 may be taken for grade replacement. If a student elects to take a course for grade replacement, the higher grade earned will be counted in the calculation of the GPA. For example, if a student earns a 2.0 and replaces the grade and earns a 2.5, the higher grade (2.5) would be used in the GPA calculation. Courses may be repeated for grade replacement only one time.

**Appeals:** A student who is dismissed from the graduate program may request a review of the case by the Faculty Committee on Graduate Studies. The request should be submitted in written form to the Dean of the College of Graduate and Professional Studies.

ANTI–HARASSMENT (INCLUDES SEXUAL HARASSMENT)
Wilkes University strives to provide an academic, work and living environment free from harassment where students, faculty, staff and all members of the University community can work and learn together without fear or intimidation. Please access the following link for further details on the Sexual Harassment policy.

[http://www.wilkes.edu/include/aboutwilkes/hr/policies/pol703.html](http://www.wilkes.edu/include/aboutwilkes/hr/policies/pol703.html)

CLINICAL PRACTICE HOURS
The student is responsible for arranging all clinical experiences. A preceptor from a practice setting that promotes attainment of course objectives and professional goals should be identified by the student. The preceptor must have a graduate degree in an appropriate healthcare discipline. After approval is received by the Scholarly Project Chairperson, clinical arrangements are coordinated with the Director of Experiential Learning prior to the semester in which the experience will be conducted. Forms for meeting clinical requirements are located on the School of Nursing web site under graduate programs. After students return required forms, meet eligibility requirements, have a signed contract between the University and the Preceptor, and receive clearance from the Director of Experiential Learning and the Scholarly Project Chairperson clinical can begin. It is the student’s responsibility to meet any agency requirements that exceed those of the School of Nursing (OSHA, HIPPA for example).

The DNP program requires completion of a total of 1000 hours of supervised clinical practice experience conducted in the practicum and Scholarly Project courses beyond the bachelor's level
of nursing education. Validation of those hours is required and may be provided by official transcript or a letter verifying the number of practicum hours from their master's program in nursing. Students entering the program with greater than 1000 clinical hours are required to complete additional clinical hours, as needed, to meet program objectives for the Scholarly Project. Oversight of the clinical is the responsibility of the Scholarly Project Chairperson.

Students in the master’s program complete supervised clinical hours, a minimum of 500 hours per concentration. These clinical hours can be applied towards the 1000 clinical hours required for completion of the DNP. Oversight of clinical is by the faculty member of each required clinical course.

COURSE ATTENDANCE
Students are expected to participate in online classes from the first day of each semester. A student unable to meet course requirements for a specific online course is expected to notify the instructor as soon as the student is aware of the potential conflict. The student’s grade will reflect incomplete work for the week if communication was not initiated with the faculty member. It is the discretion of the faculty member in each course to determine what concessions would be provided to the student for each unit.

COURSE TECHNOLOGY INTEGRATION
Students are responsible for the compatibility of their computer systems with the Wilkes University online learning system. Please see the following link for further information: http://www.wilkes.edu/pages/981.asp

EXPECTATION FOR ONLINE STUDENTS
Online learning is designed as an interactive and collaborative learning environment that requires students to actively and effectively participate in class discussions with respect and understanding for various points of view. Students are expected to participate in online classes from the first day of each semester. A student unable to meet course requirements for a specific online course is expected to notify the instructor as soon as the student is aware of the potential conflict. The student’s grade will reflect incomplete work for the week if communication was not initiated with the faculty member. It is the discretion of the faculty member in each course to determine what concessions would be provided to the students for each unit.

Students are expected to:

- Assure that computer hardware is setup and required software is installed.
- Complete the Wilkes University orientation program for on-line students.
- Notify the course instructor of any disabilities, or specialized learning needs in the first week of class or as needs arise.
- Assume a self-motivated, independent, and engaged learning role.
- Actively participate in all online activities, open and read all course content.
- Meet course deadlines and place assignments etc. in dropbox provided.
- Have access to the on-line syllabus and refer to it throughout the semester.
- Comply with the Wilkes University Academic Integrity Policy at all times.
- Respect copyrighted course materials and use them within accepted guidelines.
• Practices good Netiquette (http://www.albion.com/netiquette/corerules.html) throughout each course by demonstrating respect for the personal and professional growth of oneself and others through verbal and written interactions with peers, faculty, and university staff.

• Demonstrate respect for faculty, peers, and staff regardless of gender, ethnicity, sexual orientation, religious, moral, or political beliefs.

• Maintain confidentiality regarding information communicated related to patients, employers, and other students.

• Obtain course work missed due to interruption in internet service or technology failure. Extension of assignment deadlines will be considered at the discretion of faculty.

• Maintain high ethical standards in the preparation and submission of assignments.

Any action, verbal statement, or written statement that threatens or violates the personal safety of any faculty, staff, or student, or any conduct which interferes with the online educational process will be referred to the Director of the Graduate Nursing Program.

Faculty Responsibilities in Online Education

The faculty member will:

• Be prepared with all online course materials prior to the first day of class.

• Log into the online classroom at least three times per week.

• Be engaged in the online classroom and can include read discussion postings, evaluate the content, and provide weekly feedback for the online discussion.

• Check university email every 48 hours from Monday through Friday.

• Respond to email within 48 hours from Monday through Friday.

• Provide timely grades and constructive feedback (within 3 weeks) via email for all assignments and examinations.

• Report any online classroom issues to the Director of the Graduate Nursing Program.

GRADES

The following structure is applied to grading for graduate work:

4.0/94-100=A  Academic achievement of superior quality
3.5/87-93=B+  Academic achievement of good quality
3.0/83-86=B  Academic achievement of acceptable quality in meeting graduation requirements
2.5/78-82=C+  Academic achievement below the average required for graduation
2.0/73-77=C  Academic achievement below the average required for graduation
0.0/72 below=F  Failure. No graduate course credit.

A grade of “X” indicates assigned work yet to be completed in a given course. Except with scholarly projects, grades of “X” must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the “X” grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the
completion of work should be endorsed by the Faculty in the form of a written statement and submitted to the Registrar.

**Final Grade**

Wilkes University students can obtain final grades each semester via the university’s secure website: http://interact.wilkes.edu. Graduate students, however, can receive final grades by mail in paper form at the end of the semester. The advantage of online grading is that students have immediate and 24-hours a day access to their final semester grades and unofficial transcripts as soon as the Registrar posts them.

**Appeals:** Students who have a clear and justifiable grievance with reference to a grade should first seek resolution with the Faculty and, subsequently, with the Director of Graduate Nursing Program. It is expected that they will consult with the faculty member in an effort to resolve the dispute. The Director of Graduate Nursing Program may also exercise the option to involve others in the discussions with the faculty member.

If satisfaction cannot be obtained, the student has the right to appeal to the Dean of the College of Graduate and Professional Studies. The appeal must be made by the end of the fourth week of the subsequent fall, spring, or summer trimester. The Dean of the College of Graduate and Professional Studies will consult with the Director of Nursing Programs and will establish an Appeal Committee of three faculty members - at least two of whom shall be from the department of the faculty member concerned, if possible. A Committee Chairperson will be appointed by the Dean of the College of Graduate and Professional Studies. The Committee Chairperson will notify the faculty member of the appeal and the composition of the Committee.

The Appeal Committee will review the student's complaint, interview the faculty member, and study the evidence presented by both parties. If necessary, the Committee may interview the student, other students or faculty in its efforts to determine the facts.

The Committee will make a report to the Dean of the College of Graduate and Professional Studies in which it reviews the issues and recommends a solution. In most cases this will be a recommendation to uphold the grade awarded by the instructor or to alter the grade that the student received. In some cases the recommendation may be to present the student with other alternatives such as the completion of additional work before a final grade is determined.

The Dean of the College of Graduate and Professional Studies, after consultation with the Provost, will inform the faculty member and the student of the recommendations of the Appeal Committee and will take the steps that are necessary to implement the recommendations.

**GRADUATION REQUIREMENTS**

From the date of matriculation, BS-DNP students have 8 years and Post-master’s DNP and master’s students have 6 years to complete program requirements. Full time study (9 or more credit hours per semester) and part time study (3-6 credit hours per semester) are available to students across program concentrations. The expectation is that students will maintain continuous enrollment. Students enrolled who have not been granted a leave of absence by the Director of the Graduate Nursing Program must register for fall, spring, and summer semesters until all degree requirements are complete.
All master’s and DNP students must successfully complete the Scholarly Project prior to Graduation. Master’s students take a one 3-credit course, while DNP students are allotted 6 credits over 2 semesters for Scholarly completion.

Students are eligible for Graduation at the completion of course requirements outlined above.

It is the responsibility of the graduate student to sign up for a graduation audit no later than ninety days prior to the date of the Commencement Exercise at which the student expects to be graduated. This is done by registering for GRD-000-B (0 credits/$165.00 graduation fee) during the beginning of the final term before graduation.

If registration is completed, students may call or write to the Graduate Studies Office or Student Services Office to notify of intent to graduate. A completed file and acceptance into a graduate program are required for graduation. Transfer credits (approval forms and official transcripts) must be received before each semester's graduation clearance deadline. Students changing their status from non-degree seeking to degree-seeking must do so at least a year prior to graduation.

Graduating students may participate in one of the two commencement exercises held over the calendar year. These exercises occur in May and September of each year. Diplomas given during September ceremonies will always be dated as the fourth Saturday in August. There is no commencement ceremony in January, although graduations are still processed for the fall term.

**LEAVE OF ABSENCE**

Students who are unable to continue graduate degree studies, due to medical or personal reasons, are eligible for a program-approved leave of absence. Students must be in good academic standing in order to be granted a leave of absence. Requests for leaves of absence must be made in writing to the Director of the Graduate Nursing Program and should be requested at least 60 days prior to the semester in which it will take effect. The maximum additional time permitted through any combination of leaves of absence is two calendar years (or 4 semesters).

A student returning from a semester of leave must contact the Director of the Graduate Nursing Program at least 60 days prior to when he/she intends to return. Students who exceed the two year leave of absence limit or the limit on degree completion (see Graduation Requirements) will receive written notification of withdrawal from the University. If the student was in good academic standing he/she may reapply to the university at a future date.

**If a student does not enroll and does not complete the Leave of Absence form for that semester, the student will be automatically withdrawn from the program. This form can be obtained from the DNP/Graduate Program Coordinator.**

**NATIONAL CERTIFICATION EXAMINATIONS**

Certification is offered through several professional organizations for nurses who have met requirements for clinical or functional practice in a specialized field. Further information on specific certification is available to students in clinical courses for each graduate program concentration.
RESIDENCY

Student residencies vary according to program of study.

An on-site residency is required for students enrolled in NSG 500 : Advanced Health Assessment.

All students in clinical courses may be required to complete an on-site Residency. During Residency, direct supervision and evaluation of the student will be completed by CRNP faculty at their designated clinical practice sites. On-site visits may be provided by CRNP clinical faculty as an alternative with students in a local commuting area.

NSG 506 Advanced Practice in Adult-Gerontology Clinical I
NSG 515 Advanced Practice in Adult-Gerontology Clinical II
NSG 535 Advanced Practice in Psychiatric Mental Health Nursing I
NSG 536 Advanced Practice in Psychiatric Mental Health Nursing II

SCHOLARLY PROJECT

Post Master’s (DNP)
Students in the graduate program are required to complete a Scholarly Project that demonstrates mastery of theoretical content through analysis and synthesis. Students are expected to begin working on the Scholarly Project upon admission to the Program. DNP Scholarly Project oversight is provided by a Scholarly Chairperson chosen by the student from the list of graduate faculty. Two other committee members are chosen by the student to serve as readers and can include graduate faculty members or community members serving as scholarly preceptors.

The DNP Scholarly Project validates that candidates have achieved competency in *The Essentials of Doctoral Education for Advanced Nursing Practice* through the application of research and clinical implementation. The Scholarly Project is 6 credits and completion is over the last 2 semesters of the program. Information on writing the Scholarly Project manuscript is available on the DNP web site.

The final project is presented to the Scholarly Project Committee via web cam or onsite at the University. A version of the final written manuscript is prepared for a publication submission. Students who are unable to complete their Scholarly Project in the required timeframe must continue to register for 1 billable credit hour each Fall and Spring semester until requirements are met.

BS-DNP
Student seeking a BS to DNP will stop out and receive a master’s degree allowing them to sit for the appropriate national certification exam and begin clinical practice. Students will then resume enrollment into the DNP curriculum. This allows students to gain clinical expertise in advancing nursing practice role, while simultaneously completing requirements for DNP courses, including the Scholarly Project in NSG 608.
Master of Nursing  
Students are expected to begin working on the Scholarly Project upon admission to the program. Scholarly Project oversight is provided by a Scholarly Chairperson chosen by the student from the list of graduate faculty. Two other graduate faculty committee members are chosen by the student to serve as readers. The Scholarly Project should reflect the student’s area of program concentration.

The Master Program’s Scholarly Project validates that candidates have achieved competency in *The Essentials of Master's Education in Nursing*. The Scholarly Project is 3 credits and completion is the last semester of the program.

The final project is presented to the Scholarly Project Committee via web cam or onsite at the University. Students who are unable to complete their Scholarly Project in the required timeframe must continue to register for 1 billable credit hour each Fall and Spring semester until requirements are met.

STUDENT CONDUCT  
Graduate students are obligated to observe the regulations governing all Wilkes University students relative to:

1. Academic honesty and integrity;
2. Respect for the rights of others relative to their safety, welfare, and educational commitments; and
3. The safety and security of the entire community.

Any disciplinary cases arising from a lack of observance of these regulations will be adjudicated by the Dean of the College of Graduate and Professional Studies and the Office of Student Affairs. Appeals from the decisions of this Committee may be made in written form to the Dean of the College of Graduate and Professional Studies.

TRANSFER OF CREDITS  
A maximum of 6 credits of graduate work done at another accredited university or college may be applied toward the requirements for a master's degree, and a total of 12 credits may be applied to the DNP for post-master’s work. There is no exception to this policy. Acceptance into a graduate program is necessary before credits can be considered for transfer.

Students seeking to transfer courses from another institution may be requested to produce a course syllabus and course work so that a final determination can be made. Academic officers at Wilkes review the syllabus to determine if the course contains master's level learning objectives, a sufficient number of contact hours (40-45 for a three-credit course), and an appropriate content outline containing assessments and assignments that clearly delineate student performance.

Wilkes University does not transfer credits for 1) courses titled as workshops; 2) other courses that are determined not to meet academically rigorous standards; 3) courses that do not align with the goals and objectives of existing Wilkes courses; or 4) courses taken as Pass-Fail, unless the "Pass" can be substantiated by the former institution as being a grade of B (3.0) or better.
A Transfer Credit Form must be submitted and an official transcript provided in order for credits to be transferred. Approval for any transferred credits toward a degree program must be granted by the Director of the Graduate Program. Transferred academic work must have been completed within six years prior to the date of admission to the graduate program at Wilkes, with a grade of B (3.0) or better. Grades earned in transferred courses are not included in the computation of the cumulative grade point average at the University.

Current Wilkes graduate students who seek to take a graduate course at another accredited university or college and transfer the credits back to the University must complete a Pre-Approval Form prior to registering for the course. An official transcript must be requested from the other institution as soon as it is available and sent to the Graduate and Professional Studies Office. All completed forms for transfer of credits should be submitted to the Graduate and Professional Studies Office.

A student cannot be approved for graduation until all transfer credits are approved by the program director, an official transcript has been received at Wilkes from the institution granting the credit, and the approved transfer credits are posted to the Wilkes University transcript. All paperwork must be received prior to each semester's Wilkes graduation clearance deadline.

WITHDRAWAL

It is presumed that a student will complete the course for which he or she has registered. Students must pay careful attention to the official withdrawal policy approved by the faculty. A grade of “W” is given for approved withdrawal; unofficial withdrawal will result in a grade of “0.000”.

A student may withdraw within the first 20% of the course by informing his or her advisor in writing. If the student has completed between 20% to 60% of the course, the student must obtain written approval to withdraw from both the course instructor and student’s advisor. After 60% of the course is completed, a student may withdraw from a course only for serious circumstances, as determined by the Director of Graduate Nursing Program in consultation with the Faculty. Fear of receiving a low grade does not constitute a serious circumstance.

A mark of “W” indicates an authorized withdrawal from the course. Students are advised that withdrawing from a course(s) may have financial implications; see sections on “Refunds” and “Withdrawal-Return of Financial Aid Funds” in the Graduate Bulletin. Tuition adjustment (less fees) is determined based on the percentage of course completion at the time of the withdrawal.

It is the student’s responsibility to initiate withdrawal from a course by informing the appropriate individual in writing within the designated time frame. A grade of “0” is assigned by the instructor and recorded for all courses in which no official withdrawal, as specified above, has been completed by the student.

“W” is not a grade; it does not constitute a reflection of academic performance within a course. The appropriate grade for academic performance below the minimum standard for course credit is “0”.

Student Affairs Committee, Spring 2013
STUDENT SERVICES

DISABILITY / DISABILITY SUPPORT SERVICES
For more information on Disability Support Services, see the following link:
http://www.wilkes.edu/pages/2222.asp

FINANCIAL AID SERVICES
For more information on graduate Financial Aid Services, see the following link:
http://www.wilkes.edu/pages/2596.asp

IT HELP DESK
Wilkes University IT offers 24/7 computer support to students on- and off-campus through the Help Desk. For more information on the Help Desk, see the following link:
http://wilkes.edu/pages/909.asp

LIBRARY
The Eugene S. Farley Library is named in honor of the first President of Wilkes University. It is one of the largest resource libraries in the region and includes:
- More than 200,000 volumes of books and bound journals;
- Over 400 current journal and newspaper subscriptions;
- More than 10,000 full text online journals; microforms, instructional audio-visual materials;
- Growing collection of classic films on DVD;
- Fine collections in English and American literature, history, the sciences and mathematics; and
- Sizable collections in other academic disciplines reflected in the University curriculum.

Online databases, evidence-based practice resources, e-books, e-journals, drug information, research tutorials and other electronic resources of special interest to nursing can be found at http://www.wilkes.edu and clicking on the quick links to the library. Databases included PubMed, Ovid, MEDLINE, CINAHL, PsychArticles, The Cochrane Library of Systematic Reviews, DynaMed and many others. The Library Instruction link will take you to the online tutorials, and clicking on Libguides will allow you to access the nursing specific resources.

For more information on the Library, see the following link:
http://www.wilkes.edu/pages/3848.asp

WRITING CENTER
For more information on the Writing Center, see the following link:
http://www.wilkes.edu/pages/765.asp