



COLLEGE OF NURSING AND HEALTH SCIENCES CATALOG

JANUARY 2024



[EXCELSIOR.EDU](https://www.excelsior.edu)

ABOUT EXCELSIOR UNIVERSITY

Excelsior University is an accredited, not-for-profit distance learning institution founded in 1971 focused on providing educational opportunity to adult learners. Excelsior contributes to the development of a diverse, educated society by valuing lifelong learning with an emphasis on serving individuals who are historically underrepresented by higher education. Excelsior meets students where they are—academically and geographically—removing obstacles to the educational goals of adult learners through affordable access to quality instruction and the assessment of learning. Our pillars include innovation, flexibility, academic excellence, and integrity.

Excelsior University is committed to providing a learning and working environment that is free from illegal discrimination based upon an individual's race, ethnicity, national origin, age, religion, marital status, familial status, gender, gender identity, sexual orientation, physical or mental disability, genetic information, or military or veteran status. Illegal discrimination in any form will not be tolerated at Excelsior University.

Excelsior University is a Title IV-eligible institution offering federal student aid to students who qualify in course-based programs.

OUR MISSION

Excelsior University provides educational opportunity to adult learners with an emphasis on those historically underrepresented in higher education. Excelsior meets students where they are—academically and geographically, offering quality instruction and the assessment of learning.

VISION

Excelsior University provides access to quality higher education through innovative online learning, exceptional student experience, and innovation to be a model for addressing societal and workforce needs.

ACCREDITATION

Excelsior University (and under its former names, Excelsior College and Regents College) has been continuously accredited since 1977 by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 (267-284-5011), msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

New York State Board of Regents—Recognized Programmatic Accreditation: Excelsior University's associate-level nursing programs are programmatically accredited by the New York State (NYS) Board of Regents, State Education Department Office of the Professions (the Regents). The U.S. Department of Education has recognized the Regents as a state agency for the approval of nursing education programs since 1969. More information about the NYS Board of Regents' Recognized Programmatic Accreditation may be helpful for students or graduates to present to a school they are attending or to an employer seeking more information about their Excelsior University nursing degree:

<https://www.excelsior.edu/wp-content/uploads/2023/11/Excelsior-University-NYSED-BOR-Recognized-Programmatic-Accreditation.pdf>.

The RN to BS in Nursing, RN to MS in Nursing dual degree programs, and master's nursing programs at Excelsior University are accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404-975-5000

These programs include Bachelor of Science in Nursing, Master of Science in Nursing Leadership and Administration of Health Care Systems, Master of Science in Nursing Education, Master of Science in Nursing Informatics, RN to Master of Science in Nursing Leadership and Administration of Health Care Systems, RN to Master of Science in Nursing Education, and RN to Master of Science in Nursing Informatics.

The most recent accreditation decision made by the ACEN Board of Commissioners for the bachelor's nursing program in March 2019 is Continuing Accreditation. The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing programs in March 2019 is Continuing Accreditation. View the public information disclosed by the ACEN regarding these programs at <http://www.acenursing.com/accreditedprograms/programsearch.htm>.

The ACEN is a specialized accrediting agency for nursing recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The Bachelor of Science in Electrical Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org. The Bachelor of Science in Nuclear Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org. The Bachelor of Science in Information Technology is accredited by the Computing Accreditation Commission of ABET, [abet.org](http://www.abet.org).

Excelsior University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11960 Quivira Road in Overland Park, Kansas, USA. For a list of accredited programs, view the [IACBE member status page](#).

All Excelsior University academic programs are registered (i.e., approved) by the New York State Education Department.

RECOGNITION

The National Security Agency and the Department of Homeland Security designated Excelsior University as a National Center of Academic Excellence in Cyber Defense Education, 2019–2024.

Excelsior University has achieved institutional-level recognition for implementing Quality Matters™ standards for the design of online courses. Excelsior systematically develops and evaluates its online courses based on rigorous, research-based Quality Matters™ standards to ensure learner engagement and provide tools and information for successful learning.

Message from the Executive Dean



Dear Student,

On behalf of the faculty and staff in the College of Nursing and Health Sciences, congratulations on embarking on this exciting journey to further your education and pursue your calling in health care. We are excited to support your dreams and guide you toward reaching your desired career goals.

As an Excelsior University student, you join thousands of others who since 1971 have chosen Excelsior's student-centered and engaging learning experiences. Our programs prepare and empower students to provide care, advocate for health outcomes, and lead change. Every day, our graduates make an impact on our healthcare system across the United States and positively affect the people in their communities and their communities as a whole.

The education you receive at Excelsior University will prepare you to practice in nursing and health sciences. Excelsior University is accredited by the Middle States Commission on Higher Education, and our nursing programs have specialty accreditation. The RN to BS in Nursing, RN to MS in Nursing dual degree programs, and master's nursing programs at Excelsior University are accredited by the Accreditation Commission for Education in Nursing (ACEN). Excelsior University's associate-level nursing programs are programmatically accredited by the New York State (NYS) Board of Regents, State Education Department Office of the Professions (the Regents).

This catalog provides detailed information about our nursing and health sciences programs. Please take the time to read it carefully, particularly paying attention to the student policy references, and be sure to review the [student policy section on the website](#). I encourage you to use the learning resources that are available to help you satisfy the program requirements, and to always stay in communication with the faculty and staff.

Again, congratulations and much success!

Sincerely,

Robin Goodrich

Robin S. Goodrich, EdD, RN
Executive Dean, College of Nursing and Health Sciences

LIMITATIONS

Information in this catalog is current as of January 2024, and is subject to change without advance notice.

CHANGES IN UNIVERSITY POLICIES, PROCEDURES, AND REQUIREMENTS

Excelsior University reserves the right to modify or revise the admission requirements of any program; degree and graduation requirements; examinations, courses, tuition, and fees; and other academic policies, procedures, and requirements. Generally, program modifications and revisions will not apply to currently matriculated students so long as they actively pursue their degree requirements. However, in the event that it is necessary to make program changes for matriculated students, every effort will be made to give notice. It is also the responsibility of students to keep themselves informed of the content of all notices concerning such changes.

© 2024 Excelsior UniversitySM

OneTranscriptSM is a registered service mark of Excelsior University.

All rights reserved. Unauthorized reproduction or use prohibited.

Excelsior University maintains a drug-free workplace and is a drug-free school, as provided by the Federal Drug-Free Schools and Communities Act Amendments of 1989 and the Drug-Free Workplace Act of 1988.

Excelsior University is committed to providing a learning and working environment that is free from illegal discrimination based upon an individual's race, ethnicity, national origin, age, religion, marital status, familial status, gender, gender identity, sexual orientation, physical or mental disability, genetic information, or military or veteran status. Illegal discrimination in any form will not be tolerated at Excelsior University.

Campus Crime Statistics can be found at the following website: ope.ed.gov/security.

TABLE OF CONTENTS

Message from the Executive Dean	1	SCHOOL OF	
<i>General Education at Excelsior University</i>	5	ALLIED HEALTH SECTION	87
<i>Important Information for All Students</i>	11	Associate Degrees in Health Sciences	88
<i>Important Information for Associate Degree in Nursing Students</i>	13	<i>Credit Requirements for Associate Degrees</i>	89
SCHOOL OF NURSING SECTION	15	Associate in Science in Health Sciences	90
School of Nursing Mission and Vision	16	Bachelor's Degrees in Health Sciences	93
School of Nursing General Information	17	<i>Credit Requirements for Bachelor of Science Degrees</i>	94
Associate Degree Programs in Nursing	22	Bachelor of Science in Health Care Management	96
<i>Beliefs About the Practice of Associate Degree Nursing</i>	22	Bachelor of Science in Health Sciences	100
<i>Associate Degree Requirements: General Education and Nursing</i>	23	Graduate Degrees in Health Sciences	104
Associate in Science and Associate in Applied Science in Nursing	24	<i>Important Information for All Graduate Students</i>	105
Bachelor of Science Degree Programs in Nursing	39	Master of Science in Healthcare Administration	108
<i>Beliefs About the Practice of Associate Degree Nursing</i>	39	Master of Science in Health Sciences	112
Bachelor of Science in Nursing for Registered Nurses	40	Graduate Certificates in Health Sciences	117
LPN to Bachelor of Science in Nursing	50	Graduate Certificate in Cannabis Control	118
Graduate Degree Programs in Nursing	55	Graduate Certificate in Nutrition	119
<i>Beliefs About the Master's Degree Practice</i>	55	Graduate Certificate in Public Health Equity	120
<i>Nursing Graduate Degree General Information</i>	56	Courses in Health Sciences	121
Master of Science in Nursing Leadership and Administration of Health Care Systems	60	Appendix A: Maximum Credit Awarded for Licenses and Certifications for Undergraduate Health Sciences Degrees	133
Master of Science in Nursing Education	66	<i>Excelsior University Board of Trustees</i>	135
Master of Science in Nursing Informatics	72	<i>Excelsior University Leadership Staff</i>	136
RN to Master of Science in Nursing Leadership and Administration of Health Care Systems	78	<i>Excelsior University College of Nursing and Health Sciences Faculty</i>	137
RN to Master of Science in Nursing Education	79		
RN to Master of Science in Nursing Informatics	80		

Page intentionally blank for layout purposes



COLLEGE OF NURSING AND HEALTH SCIENCES
GENERAL EDUCATION SECTION

EXCELSIOR UNIVERSITY LEARNING OUTCOMES

To best prepare students to excel in their careers and life, Excelsior University adopted the [Degree Qualification Profile's \(DQP\)](#) five themes as the common University Learning Outcomes (ULOs) for our institution. The ULOs are aligned with general education courses, undergraduate degree major courses, and graduate degree major courses. This outcome alignment from the course level to the university level helps ensure consistency and embedded educational values from a competency and learning outcome perspective throughout all degree levels. In addition to the ULOs aligning and reflecting [Excelsior University's mission and values](#), the ULOs reflect transferable skills essential for long-term success in a changing world as a common foundation throughout our curricula. Students will encounter the ULOs by meeting the requirements for general education and their program of study.

Excelsior's ULOs consist of:

1. **Specialized/Industry Knowledge**
2. **Broad and Integrative Knowledge**
3. **Intellectual Skills**
4. **Applied and Collaborative Learning**
5. **Civic/Democratic and Global Learning**

Each ULO has a brief, summary description and rich, differentiated detail of how students may demonstrate the ULO at multiple degree levels. For more information and to see the detailed content per ULO, visit <https://www.excelsior.edu/about/university-learning-outcomes>.

GENERAL EDUCATION AT EXCELSIOR UNIVERSITY

Excelsior University's approach to general education aims to prepare students to engage with complexity and change, to be productive, open-minded, and intellectually curious members of their communities and workplaces, and to develop a love of lifelong learning. Excelsior's general education program consists of a standardized credit distribution requirement that ensures breadth across the arts and sciences, including the humanities, social sciences/history, and natural sciences/mathematics, as well as basic skills in writing and information literacy.

continued on next page

Requirements for All Undergraduate Degree Programs

All undergraduate students must meet requirements in the following areas:

- ▶ Humanities
- ▶ Social Sciences and History
- ▶ Natural Sciences and Mathematics
- ▶ Written English
- ▶ Information Literacy

Students will also need to complete a Cornerstone course at the beginning of their program and a Capstone course at the end of their program.

For specific information about credit hour requirements in these areas for associate degrees and bachelor's degrees, refer to the appropriate General Education requirement pages for each school.

Some degree programs require specific courses within the areas listed above. Your academic advisor will work closely with you to plan how you will meet the requirements of your degree program.

For additional details about meeting general education and distribution requirements, refer to the [Student Policy section](#) of the Excelsior University website.

Cornerstone Course

Students can satisfy the Cornerstone requirement by taking either **IND 101 Cornerstone A: Foundations course** or **IND 301 Cornerstone B: Pathways course**. The purpose of the Cornerstone course is to provide students with the foundational skills and resources for academic and career success, and to assure a “smart start” to the Excelsior University academic experience. All students who pursue an undergraduate degree program will be required to complete a Cornerstone course with a grade of C or better, in their first term of credit-bearing activity after admission to Excelsior University.

The Cornerstone cannot be completed in the same term as the Capstone course.

Humanities

The humanities focus on the reflection and interpretation of the human experience. Through the development of knowledge and skills in critical thinking and problem solving, and aesthetic appreciation, these courses examine the human environment with particular attention to diverse heritage, traditions, and cultures.

To meet the humanities distribution requirement, students must successfully complete a specified number of courses or examinations within such disciplines as art, music, literature, philosophy, religion, speech, or communication. Courses or examinations used to satisfy the written English requirement and lower-level applied, technical, or professional writing courses may not be applied toward the humanities core requirement.

A minimum grade of C is required for courses intended to meet core requirements. A minimum grade of D is required for Excelsior University courses not intended to meet core requirements. A minimum grade of C is required for courses transferred from other sources.

Social Sciences and History

The social sciences and history involve the study of individuals and societies and the processes individuals use to order and understand their world. The social sciences focus on theories that explain verifiable phenomena of individual and group human behavior, using the scientific method. History is the systematic study of people and events in the past.

To meet the social sciences and history distribution requirement, students must successfully complete a specified number of courses or examinations within such disciplines as anthropology, criminal justice (theory-based, not applied criminal justice), economics, geography, government, history, political science, psychology, and sociology.

A minimum grade of C is required for courses intended to meet core requirements. A minimum grade of D is required for

continued on next page

Excelsior University courses not intended to meet core requirements. A minimum grade of C is required for courses transferred from other sources.

Natural Sciences and Mathematics

The natural sciences and mathematics are those branches of science that examine the natural world through scientific methods using quantitative data. There are five major branches of the natural sciences: astronomy, biology, chemistry, earth science, and physics.

To meet the natural sciences distribution requirement, student must successfully complete a specified number of courses or examinations in a science discipline (e.g., biology, chemistry, physics). Courses in applied science will not apply toward the core requirement.

Mathematics is the study of patterns, often relating to quantity, space, and change within a foundation of logic. Core branches of mathematics include, but are not limited to, algebra, geometry, analysis (which includes calculus), and applied mathematics (which includes probability and statistics).

To meet the math distribution requirement, students must successfully complete a specified number of courses or examinations in mathematics.

Mathematics courses must include computation or quantitative reasoning. There are some restrictions on courses that can be used to meet the mathematics requirement, such as:

- ▶ Arithmetic courses and courses that have been designated as developmental or remedial cannot be used to meet the mathematics requirement.
- ▶ No more than three courses of mathematics credit below the level of calculus may be applied to any degree. Representative titles of courses below the level of calculus include College Math, College Algebra,

Elementary Functions, Modern Math, Fundamentals of Algebra, Trigonometry, and Precalculus.

- ▶ No more than one course or examination may be applied that is:
 - ▶ terminal in nature with no prerequisites beyond the level of arithmetic;
 - ▶ intended for students outside of science and mathematics;
 - ▶ a mathematics appreciation course.

A minimum grade of C is required for courses intended to meet core requirements. A minimum grade of D is required for Excelsior University courses not intended to meet core requirements. A minimum grade of C is required for courses transferred from other sources.

Written English

To meet the Written English requirement, students are required to demonstrate competency in expository writing and English.

- ▶ Associate degree students are required to complete one expository writing course or examination (minimum 3 credit hours or 4 quarter hours) with a minimum of C grade. This must be completed within the first 13 Excelsior University credits attempted.
- ▶ Bachelor's degree students must complete two expository writing courses or examinations (minimum 6 credit hours or 8 quarter hour credits) with a minimum of C grade.

OR

- ▶ One expository writing course or examination (minimum 3 credit hours and one applied writing or disciplinary writing course (minimum three credit hours or four quarter hours). The expository writing course must be completed within the first 13 Excelsior University credits attempted.

continued on next page

The written English requirement may be met in several ways including:

1. University coursework

Expository writing courses such as Excelsior University's **ENG 101 English Composition**, **ENG 101A Advanced Composition**, **ENG 102 Composition II**, **ENG 102A Advanced Composition II**

2. Examination

Advanced Placement (AP) English Examinations (fulfills the requirement for the associate and bachelor's degrees)

Excelsior University does not accept the **CLEP General Examination in English Composition with Essay** toward this requirement.

3. Statement of Equivalency

Submission of an official statement from a regionally accredited institution, from which transfer credit is being accepted, verifying satisfactory completion of the student's writing requirement. The statement must reflect whether the institution had a one-course or two-course writing requirement in effect at the time of the student's matriculation.

4. Noncollegiate-sponsored instruction

Successful completion of a noncollegiate-sponsored instructional writing course or program that has been evaluated by either the NYS Board of Regents National College Credit Recommendation Service (formerly National PONSI) or the American Council on Education Center for Adult Learning and Educational Credentials (ACE CREDIT), and contains a recommendation of at least 3 semester-hour credits for the course; this course must contain an actual assessment of the student's competence in expository writing in English.

The non-collegiate learning experience must have been successfully completed during the time period for which credit was recommended by the National CCRS or ACE CREDIT.

A maximum of two semester courses or three quarter courses of credit in English composition/ freshman English courses will apply toward degree requirements. Courses or examinations used to fulfill the written English requirement may not be used to satisfy the humanities requirement.

Information Literacy

All students must meet the Excelsior information literacy requirement by completing **INL 102 Information Literacy** within the first 13 Excelsior University credits attempted. Information literacy is the ability to find, evaluate, interpret, and use information legally, ethically, and effectively. This course introduces students to important knowledge and academic skills in the areas of technological and cyber literacy, the academic knowledge creation process, library and internet research, source evaluation, reading and processing information, and writing with sources. It is aligned with Association of College and Research Libraries (ACRL) competency standards.

The information-literate student will:

- ▶ be able to determine the nature and extent of the information needed.
- ▶ access needed information effectively and efficiently.
- ▶ evaluate information and its sources critically.
- ▶ incorporate selected information into their knowledge base and value system.
- ▶ understand many of the economic, legal, and social issues surrounding the use of information.
- ▶ access and use information ethically and legally.

Capstone

The Capstone course is designed to bring together the student's cumulative knowledge and skills to demonstrate mastery of the learning outcomes for the degree program. Through a mixture of discussions, presentations, and written analysis, students will apply their previous learning in new ways, both analyzing and synthesizing fresh perspectives on their learning.

A minimum grade of C is required in the Capstone course.

Students are subject to the degree requirements in effect at the time of their admission or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both matriculated and prospective students. It is the students' responsibility to keep informed of such changes. The school will make every effort to inform students of changes as they occur. Current information about degree requirements is posted on the website. Information about changes to degree requirements is also made available on the website.

IMPORTANT INFORMATION FOR ALL STUDENTS

Student Policies

Excelsior University student policies are important to your academic success. They include important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues.

It is your responsibility to be familiar with these policies. The term “students” includes those currently matriculated at Excelsior University taking courses, non-matriculated students taking courses, non-matriculated students in the application process, individuals using the OneTranscript® service (formerly Credit Bank), formerly matriculated students currently in withdrawn status, and graduates.

The student policies are posted at: <https://www.excelsior.edu/policies/students/>.

Total Credits

You must earn a minimum of 60–67 credits for an associate degree and 120–124 credits for a bachelor’s degree. Credits must satisfy the requirements prescribed for each degree program. Some degrees may require additional credits.

Any examination or course used to fulfill major requirements must be worth at least two semester hours or three quarter hours of credit.

Minimum Academic Average

You must have a cumulative grade point average (GPA) of 2.0 or better to graduate. In addition, a 2.0 GPA or better is also required in the major component of the degree.

Time to Degree Completion

Excelsior’s degree programs are designed to be completed at your own pace. However, a student attending full-time could complete:

- ▶ an associate degree in two years;
- ▶ a bachelor’s degree in four years; or
- ▶ a master’s degree in two years.

Students completing a non-nursing undergraduate degree program have a time limit of seven years to completion with the exception of the degrees listed below.

- ▶ Bachelor of Science in Electrical Engineering Technology, College of Liberal Arts and Sciences: 10 years
- ▶ Bachelor of Science in Nuclear Engineering Technology, College of Liberal Arts and Sciences: 10 years

Standardized Testing Participation

As an Excelsior University student, you have a responsibility to participate in standardized tests that may be required during the period of your enrollment. These tests may be in addition to regular coursework and are required to gather critical information on achievement of student learning. You are expected to actively participate and make every effort to do your best on these assessments. One example of this type of test is the Proficiency Profile published by the Educational Testing Service. The results from these assessments will not be part of your grade, but are crucial for program improvement and are frequently required by regulators and accreditors. Participation in these assessments contributes toward increasing the value of your degree by providing evidence of student learning to external organizations, employers, and the general public.

Excelsior University Website

Through the Excelsior website (excelsior.edu), you have access to a wealth of information to help you succeed as a student. If you haven't already done so, create a MyExcelsior user account. It will serve as your gateway to a variety of support services and is where you will find up-to-date information about your academic program and receive announcements from Excelsior.

Technology Literacy and Baseline Technology Skills and Resources

Excelsior University defines technology literacy as the ability to identify and responsibly use appropriate technology to communicate, solve problems, access, manage, integrate, evaluate, and create information to improve learning. This will facilitate the ability to acquire new knowledge for lifelong learning in the 21st-century global workplace.

To be successful in online learning, you will need reliable access to a computer with Internet connectivity and be able to use:

- ▶ a personal computer,
- ▶ software programs to create, edit, store and print documents,
- ▶ electronic communication tools, and search and retrieve information from electronic sources to complete assignments and activities,
- ▶ the Excelsior website to access information and resources, and
- ▶ the Excelsior learning management system to access learning resources, participate in course discussions, and complete assignments.

In addition, your computer and operating systems must meet some minimal technical requirements as described in the [Excelsior University Computer System Requirements](#).

IMPORTANT INFORMATION FOR ASSOCIATE DEGREE IN NURSING STUDENTS

It is very important that all applicants are aware of the unique features of this online nursing program. Distance education is as challenging as face-to-face instruction, if not more so. The nursing component of the associate degree program requires outstanding critical thinking skills and nursing judgment, along with a commitment to academic rigor.

Applicants to the associate degree in nursing programs are required to read this important information and to acknowledge understanding by signing this form. Your application to Excelsior University School of Nursing cannot be completed without the receipt of this signed form.

- ▶ The associate degree nursing program is designed for LPNs, LVNs, paramedics, and certain classifications of active-duty military, National Guard, or Reserves within specific military occupations with equivalent scope of practice to LPN/LVN or paramedic.
- ▶ A student's possession of an LPN, LVN, Paramedic, or Military Corpsmen credential does not guarantee success in the associate degree nursing program.
- ▶ Excelsior University is not associated with, nor does it endorse, any external organization, external firm, or group that provides theoretical and clinical learning opportunities for students. Learning opportunities and resources are provided by the University.
- ▶ The Associate Degree in Nursing program is designed for individuals with experience in clinical settings. Students will have opportunities to expand upon existing clinical skills and knowledge throughout the curriculum and will demonstrate their clinical competence during the nursing capstone.
- ▶ Students are required to submit a [Verification of Health Care Experience Form](#) signed by a clinical supervisor at the time of admission and again prior to course approval for **NUR 250 Clinical Nursing Practicum: Care of Patients Across the Lifespan**.
- ▶ Students enrolled in the associate degree nursing program are assigned a primary academic advisor but may also work with different members of the academic advisement team.
- ▶ Repeating any Excelsior University sources of credit will require students to pay the tuition and/or fees that are associated with that requirement.
- ▶ A student's success or failure in completing program requirements (including all Excelsior University sources of credit) will affect their progress through the associate degree nursing program. The time limit for completion of the associate degree is 4.5 years.
- ▶ [Pass rates for the National Council Licensure Examination-RN \(NCLEX-RN\)](#) are updated and available on the Excelsior University website.
- ▶ Because each institution of higher education maintains its own credit transfer policy, credits earned in Excelsior's associate degree in nursing program may or may not be transferable to other institutions.
- ▶ Students are responsible for reading and understanding the RN licensure requirements in the state they hope to practice in following graduation or if considering relocation. Students may consult with the State Board team and review the [State Board Requirements webpage](#) for current information

regarding eligibility for RN licensure in each state and U.S. jurisdiction.

- ▶ Students are encouraged to read the College of Nursing and Health Sciences catalog prior to selecting a program of study.
- ▶ All students are required to submit credentialing information prior to in-hospital clinical practice experiences. Refer to [page 21](#) for detailed information.



COLLEGE OF NURSING AND HEALTH SCIENCES
SCHOOL OF NURSING

Refer to the **Excelsior University College of Liberal Arts and Sciences Catalog** for programs in those areas.

EXCELSIOR UNIVERSITY SCHOOL OF NURSING



Mission Statement

The mission of the Excelsior University School of Nursing is to prepare nurses at the associate, baccalaureate, and master's levels to achieve professional goals through a seamless transition along the educational continuum. The School of Nursing provides access to quality nursing education for a diverse and underrepresented population of adult learners to meet the global society's need for nurses.



Vision Statement

The School of Nursing is integral to the success and well-being of Excelsior University. Our faculty and staff inspire students to be lifelong learners by providing an environment that enables students to do their best work individually and collectively. By fostering passion and purpose for our staff, we create an atmosphere that cultivates academic achievement and fulfillment of our students.



Goals of the School of Nursing

- ▶ Maintain national leadership in nursing and distance education and serve as an advocate for innovative and alternative educational models.

- ▶ Continuously improve the student experience; promoting improved access, satisfaction, and success.

- ▶ Maintain a healthy and diverse work environment in which faculty and staff can grow and develop intellectually and professionally.

- ▶ Expand and enhance learning support services that are responsive to students' needs and reflect best practices.

- ▶ Provide evidence-based, high-quality, rigorous, learner-centered academic programs.

- ▶ Provide flexible, dynamic, caring curricula with sound objective assessments that assure achievement of learning outcomes.

Philosophy

The faculty of the School of Nursing is committed to an educational philosophy that emphasizes competency assessment and learning at a distance. The faculty supports programs that are designed to meet the educational goals of a diverse population of adult learners who bring varied lifelong knowledge and experience to the learning encounter. The faculty views adult independent learning as a process of knowledge acquisition attained through exposure to varied planned educational strategies unconstrained by time and/or place.

The curricula in the School of Nursing are based on the tenets of Patricia Benner's Novice to Expert Nursing Theory. This nursing theory supports the process of nurses developing competence and expertise in patient care over time through formal education coupled with experiential learning.

We believe in the metaparadigm concepts of person, environment, health, and nursing. A person is a unique, diverse, complex holistic being with fundamental physiological, psychological, and spiritual attributes. A person is influenced by society and their cultural, moral, ethical, and spiritual persuasion. Nurses engage with patients in a dynamic partnership reflecting dignity, values, and respect. The environment consists of all persons, places, and health care policies that impact individuals, families, and communities. The environment influences access to care, health care delivery systems, health care providers, and health outcomes. The environment provides the context within which the nurse and individuals, families, and communities interact for the provision of health care.

We view health as the actualization of human potential. Health is manifested uniquely in multidimensional and dynamic patterns and processes across the life span in response to changes in the environment. Optimal health is a right of all individuals, families, and communities. Health and illness are viewed on a continuum. Health care providers collaborate with the person in decision making for maximizing human potential or achieving a peaceful death.

Nursing is a caring profession. The faculty believes nursing is a scientific discipline with a distinct body of knowledge, including principles of nursing leadership, ethical-legal practice, critical thinking, nursing process, and communication. Nursing collaborates with inter-professional health care teams to shape and improve patient outcomes. The focus of nursing is the health promotion and wellness, illness, disease, and injury prevention; and restoration of health of individuals, families, communities, populations, and systems. Nurses engage in professional role development throughout their career. This includes personal growth, learning new concepts, and developing a more sophisticated worldly view of health care. The nurse uses evidence-based practice and information technology to advance the science and practice of nursing.

Nursing Education

The School of Nursing offers associate, baccalaureate, and master's degree programs to promote academic progression and provide adult learners with the opportunity to achieve professional goals. The faculty believes that nursing education requires a solid foundation in the arts, sciences, humanities, and technology. The curricula build across the three programs and increase in complexity to meet the demands of the current health care environment.

The faculty and students are partners in the educational process to prepare graduates for practice in a complex, dynamic environment to provide safe, quality care. The faculty believes that curricula are best designed using consensus-building by a national faculty of content experts, nurse educators, researchers, and clinicians. These curricular decisions are based on principles of adult learning, internally generated data, and evidence of best practice in nursing education. The faculty believes that knowledge related to adult learning and assessment of competence support distance nursing education. The faculty believes that society's health care needs can be served by nurses with different levels of education.

Nursing Curricula

Organizing Framework for the Nursing Curricula

The organizing framework reflects the philosophy of the School of Nursing faculty and guides the curricula across the associate, baccalaureate, and master's programs. The faculty believes the metaparadigm concepts of nursing, person, health, and environment are interconnected with the concepts of nursing education, patient-centeredness, nursing judgment, professional identity, and spirit of inquiry. These are foundational to contemporary nursing practice and reflected in student learning outcomes for each program, which increase in complexity and promote academic progression.

Metaparadigm Concepts: Definitions

COMMUNICATION

Deliver written communication with appropriate content, organization, syntax, mechanics, and style for the audience and purpose (Excelsior University, 2023).

NURSING JUDGMENT

Encompasses the processes of critical thinking, problem solving, and ethical reasoning in reaching decisions through collaboration and integration of best evidence into nursing practice (NLN, 2010).

PATIENT

The individual within the context of the family (NLN, 2010).

PATIENT-CENTEREDNESS

An orientation to care that integrates and reflects respect for the dignity and uniqueness of individuals, their culture, values, personal preferences, and family traditions. Patient-centeredness supports respectful, efficient, safe quality nursing care to patients through all levels of care (NLN, 2010, p. 68). It advocates for patients to promote their

self-fulfillment, integrity, and ongoing growth and development.

PROFESSIONAL IDENTITY

“Involves the internalization of core values (caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness) and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession” (NLN, 2010, p. 68) and promote the ideals of the nursing profession.

SPIRIT OF INQUIRY

“A persistent sense of curiosity that drives learning, practice,” and the profession. The nurse “raises questions, challenges traditional and existing practices, and seeks creative approaches to problems... in ambiguous and unpredictable situations” (NLN, 2010, p. 69).

The nursing degree programs meet the standards for registration by the New York State Education Department. The programs' curricula are comparable to campus-based instructional programs. In the associate degree programs, the student is able to demonstrate appropriate knowledge and competencies through credit earned from regionally accredited colleges, completion of nursing courses, and demonstrate competencies for nursing practice.

In the bachelor's degree program, the student is able to demonstrate generalist knowledge and competence through participation in online discussion, assessment of knowledge and experiential learning, evaluation of credit earned from regionally accredited colleges, and professional certification.

In the master's degree program, the student is able to demonstrate expert/specialty knowledge and skills through participation in online discussion, assessment of knowledge and experiential learning, and evaluation of credit earned from regionally accredited colleges.

Admission Requirements

All prospective nursing students must submit an application for admission to the School of Nursing. Each program has admission requirements, which can be found on the Admissions section of our website or by

contacting our Admissions Office.

Applicants to the associate degree programs in nursing must meet the following criteria to be considered eligible for admission:

1. Hold active and unencumbered LPN/LVN licensure; or hold current and active paramedic certification; or currently serve in the U.S. military, National Guard or Reserves in a specific military occupation that is equivalent in scope of practice to LPN/LVN/paramedic.

AND

2. Submit written verification by supervisor of current employment in a direct patient care setting. Applicant will acknowledge that he or she is applying to a program that is designed for individuals with current, nursing-related health care experience.

AND

3. Earn the minimum required score, as established by the School of Nursing, on the Test of Essential Academic Skills (TEAS), no more than one year prior to application date.
4. The signed acknowledgment form.

Further details on the admission criteria above are available from the Excelsior University Admissions Office and on our website.

The BS in nursing and the RN-MS in nursing programs are open to applicants who meet the following admission criteria:

1. hold an active and unencumbered RN license in the U.S.

AND

2. have earned an associate degree or diploma in nursing from a New York State (NYSED)-approved program or a program with specialty accreditation, or a regionally accredited college.

The MS in nursing program is open to applicants who meet the following criteria:

1. hold an active and unencumbered RN license in the U.S.

AND

2. have earned a baccalaureate degree in nursing from a regionally accredited college or university (or the foreign equivalent), or from a college or university whose baccalaureate degree program in nursing was approved by ACEN, CCNE, or CNEA at the time of attendance. All nursing transcripts from foreign institutions must be evaluated by the Commission on Graduates of Foreign Nursing Schools (CGFNS) to determine bachelor's degree in nursing equivalency.

Applicants with an active and unencumbered RN license and a bachelor's degree in a field other than nursing should consider the RN to MS program, which yields a Bachelor of Science in nursing as well as a Master of Science in nursing.

The admissions application identifies required supporting documentation for admission as well as details on the admission criteria above.

International Student Admission Requirements

Admission to the associate degree in nursing programs is not open to international students. For the bachelor's and master's programs, in addition to official transcripts, nursing candidates must demonstrate that they have an equivalent U.S. Registered Nurse (RN) license. To be eligible for admission, the applicant must be a graduate from an approved school of nursing in their country of education and hold a current, unencumbered nursing license (if licensed in multiple jurisdictions and/or countries, all licenses must be unencumbered). All nursing school transcripts and all licenses will be validated by primary source verification. International candidates must apply to the Commission on Graduate of Foreign Nursing Schools (CGFNS) New York Credential Verification Service (NYCVS) and the New York State Education Department (NYSED) to have their foreign nursing education evaluated and approved by the aforementioned organizations.

Detailed application information and instructions are found in the application for admission. Submit questions concerning international student admission requirements via email to: international@excelsior.edu.

English Language Proficiency Requirement

International candidates from non-English-speaking countries must show evidence of sufficient English language proficiency through one of the following options:

1. Submission of TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) taken within the last two years.
2. Successful completion of Excelsior course **ENG 101 English Composition**.
3. Submission of evidence of the successful completion of at least 9 credit hours of academic work in courses delivered in English at an institution of higher education in the United States.

Time Limits and Average Time for School of Nursing Program Completion

All of Excelsior University nursing degree programs are designed to be completed with full-time or part-time study. Students can complete the degree at their own pace, but the program must be completed within a specified period. Time limits are cumulative. Students who do not meet the time limit for program completion are subject to dismissal from the School of Nursing. The faculty recognize that the time limits are generous and believe they are appropriate because the students served by the University are working adults.

- ▶ **Associate degree in nursing**
Students have 4.5 years to complete the associate degree in nursing programs.
- ▶ **Bachelor's degree in nursing**
Students have six years to complete the LPN to bachelor's degree in nursing program and the RN to bachelor's degree in nursing

program. The average time to completion for part-time students is four years.

- ▶ **Master's degree in nursing**
Students have six years to complete the master's degree in nursing program. The average time to completion for part-time students is three years.
- ▶ **Registered Nurse to Master of Science in nursing completion program**
Students have 10 years to complete the RN to MS in nursing program. The average time to completion for part-time students is five years.

Licensure

Excelsior University nursing programs are designed in accordance with the requirements for Registered Nurse programs in New York State. The associate degree and LPN-BS programs prepare students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN)*.

Our graduates are eligible for licensure by examination or endorsement in a number of other states as well. It is important to note that Registered Nurse education and licensure eligibility rules vary from state to state. In many states, Excelsior graduates are eligible for licensure by examination or endorsement without additional requirements or stipulations. In certain states, however, Excelsior University nursing graduates either are not eligible for RN licensure or must meet additional requirements or stipulations to become eligible for RN licensure.

We communicate this information to you prior to admission based on your designated address and where applicable, whenever you inform us of a change to your designated address. Individuals who plan on relocating during or after their course of study, or who intend to practice in a state different from their current state of residence when they apply, are strongly advised to carefully review and consider state licensure rules. For additional information, visit our State Board Requirements page detailing this information or email us at: stateboards@excelsior.edu.

You must contact the boards of nursing in the states where you wish to practice for information about their specific licensure requirements.

Individuals convicted of felonies or certain misdemeanors or individuals with a history of substance abuse may not be eligible for licensure or eligible to take the required performance examinations for the Excelsior University nursing degree.

The School of Nursing supports our students and graduates in their preparation for the NCLEX-RN by providing resources to assist with their success. The resources vary depending upon the student's admission date. The faculty and State Board team will assist students in accessing resources to assist with their success.

You are encouraged to obtain a copy of the NCLEX-RN® Test Plan for the National Council Licensure Examination for Registered Nurses from the National Council of State Boards of Nursing Inc., 676 N. St. Clair St., Suite 550, Chicago, IL, 60611-2921, www.ncsbn.org.

Clinical Practice Requirements

All students are required to submit credentialing information prior to in-hospital clinical practice experiences. This information includes, but is not limited to, a national background check, current CPR certification, vaccination, and health records (including current physical examination, current tuberculosis screening, MMR vaccination, Varicella vaccination, Hepatitis B vaccination, current influenza vaccination, COVID-19 vaccine), and drug screening. Individual hospitals may have additional credentialing requirements. Students unable or unwilling to provide appropriate documentation may not be able to meet the learning outcomes for the course. Refer to your nursing course syllabus for detailed information regarding these requirements.



**Sigma Theta Tau International
Honor Society of Nursing®**

Tau Kappa At-Large Chapter, Sigma Theta Tau International, Honor Society of Nursing

Tau Kappa At-Large, the Excelsior University and Empire State College chapter of Sigma Theta Tau International, Honor Society of Nursing, was originally chartered in July of 2004. It shares the vision of Sigma Theta Tau International—to create a global community of nurses who lead using scholarship, knowledge, and technology to improve the health of the world's people. Eligible bachelor's and master's degree students are invited for induction. Specific information about the chapter and its activities is available on a link from the Excelsior University website.

Excelsior University Nursing Pin

Excelsior University has a nursing school pin available to all graduates of the nursing programs. The pin features a reproduction of the Excelsior University logo. The nursing pin is a symbol of accomplishment, knowledge, and competence in nursing. *Students will be notified that they are eligible to purchase a pin when they complete their degree program.*



Associate Degree Programs in Nursing



Beliefs About the Practice of Associate Degree Nursing

The faculty believe Registered Nurses educated at the associate degree level are valued members of the nursing profession providing patient-centered care in a variety of settings, including acute and long term care, as well as in the home and in the community. The focus of nursing practice is care of individuals and their families throughout the life span. Nurses prepared at the associate degree level rely on evidence-based practice findings and standards of professional nursing practice to assist patients and families to restore and/or maintain optimal health and guide individuals with chronic disease toward self-management. They collaborate with other members of the health care team and function as patient advocates within legal and ethical parameters to assure quality outcomes for patients and families across the health care continuum. Students in this competency-based program are guided to embrace the metaparadigm concepts of the School of Nursing: patient-centered care, nursing judgment, professional identity, and spirit of inquiry. Graduates demonstrate mastery of the skills, knowledge, and abilities essential to enter the practice of professional nursing and are accountable to society and the profession of nursing.

ASSOCIATE DEGREE REQUIREMENTS: GENERAL EDUCATION AND NURSING

Both the Associate in Science and the Associate in Applied Science require a total of 66 credits — 31 in general education and 35 in nursing. The two degrees have identical nursing component requirements, but they differ slightly in their general education requirements. The chart on [page 24](#) offers a visual representation of the AS and AAS programs.

You are subject to the degree requirements in effect at the time that your academic policy date is set or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both admitted and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our website. Information about changes to degree requirements is also made available on our website.

Purpose of the Associate Degree Nursing Programs

The purpose of the Excelsior University associate degree nursing programs is to provide an alternative educational approach to earning an associate degree in nursing. The student's qualifications as a learned individual and a competent member of the nursing profession are documented through an objective assessment program in general education and nursing education designed to promote:

- ▶ proficient in the delivery of safe, quality patient centered care.
- ▶ a sense of social responsibility and personal fulfillment by emphasizing the need for students to evaluate their own learning and potential achievements in terms of professional relevance and personal goals.
- ▶ a foundation for lifelong learning.

End-of-Program Student Learning Outcomes

1. Use a caring holistic approach to provide and advocate for safe quality care for patients and families in an environment that values the uniqueness, dignity, and diversity of patients.
2. Apply the nursing process to make nursing judgments, substantiated with evidence to provide safe, quality patient care across the life span.
3. Use principles of management and delegation to implement plans of care with members of the intraprofessional team to achieve safe, quality patient outcomes.
4. Demonstrate the standards of professional nursing practice and core values within an ethical and legal framework.
5. Apply principles of leadership and inter-professional collaboration to improve patient outcomes.
6. Use evidence-based findings and information technology to improve the quality of care for patients.
7. Apply effective written communication methods applicable to the nursing profession.

The end-of-program student learning outcomes are guided by the competencies developed by the National League for Nursing (2021) and the Quality and Safety Education for Nursing Institute, QSEN (2014).

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

QSEN Institute. (2014) Competencies: Pre-licensure KSAS. Retrieved from: www.qsen.org/competencies/pre-licensure-ksas.

Associate in Science and Associate in Applied Science in Nursing

66
CREDITS

GENERAL EDUCATION COMPONENT		CREDIT HOURS
▶ Cornerstone Requirement		3
▶ Information Literacy ^①		1
▶ Written English Requirement ^{② ③}		3
▶ Humanities Requirement		6
▶ Social Sciences		
Life Span Developmental Psychology Core ^②		3
Sociology Core ^②		3
▶ Natural Sciences and Mathematics		
Human Anatomy and Physiology Core ^②		4
Microbiology Core ^②		3
Mathematics ^②		2
▶ ASSOCIATE IN SCIENCE: Arts & Sciences Electives only		3
▶ ASSOCIATE IN APPLIED SCIENCE: Free Electives/Arts & Sciences		3
TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT		31
NURSING COMPONENT		CREDIT HOURS
▶ PHASE I		
NUR 108 Transition to the Professional Nurse Role		3
NUR 104 Essentials of Nursing Care: Health Safety ^④		3
NUR 105 Essentials of Nursing Care: Health Differences ^④		3
NUR 109 Foundations in Nursing Practice		3
▶ PHASE II		
NUR 209 Reproductive Health		3
NUR 211 Health Differences Across the Life Span 1 ^⑤		3
NUR 212 Health Differences Across the Life Span 2		3
NUR 213 Health Differences Across the Life Span 3		3
▶ PHASE III		
NUR 250 Clinical Nursing Practicum: Care of Patients Across the Lifespan ^{⑥⑦}		4
NUR 275 Competencies for Contemporary Nursing Practice		3
NUR 290 Nursing Capstone: Advanced Clinical Practicum ^{⑦⑧}		4
TOTAL CREDITS FOR NURSING COMPONENT		35
TOTAL DEGREE CREDITS REQUIRED		66

NUR 104 and 105 are prerequisites to NUR 108 and 109

① This requirement must be completed within the first 13 Excelsior University credits attempted, and no more than 10 years prior to the academic policy date.

② This requirement must be completed before registering for any nursing theory requirements. Please note that Anatomy & Physiology and Microbiology need to have been completed no more than five years prior to the academic policy date.

③ This requirement must be completed within the first 13 Excelsior University credits attempted.

④ This requirement needs to have been completed as an online course in Summer 2020 or later.

⑤ This requirement needs to have been completed as an online course in Spring 2020 or later. If completed prior to Spring 2020, or if completed via waiver or examination (ECE), the requirement must be repeated via online course.

⑥ Students can register for this course when all Phase I courses are successfully completed, courses NUR 209, NUR 211, NUR 212, NUR 213 are successfully completed, and a current VHCE form has been submitted. See [page 16](#) for more details.

⑦ Hybrid course. See description on [page 32](#).

⑧ Students are eligible for this requirement when no more than 3 credits in general education are needed and when all other nursing requirements are complete.

ASSOCIATE IN SCIENCE IN NURSING

General Education Component (31 credits)

The general education requirements ensure that you develop basic college-level competence in the arts and sciences areas (humanities, social sciences/history, and natural sciences/mathematics) and information literacy, as well as the ability to express yourself in writing, read analytically, and think critically.

The study of the arts and sciences is an essential part of the preparation of an Excelsior graduate in that such study helps develop both knowledge in the discipline and an intellectual approach to problem solving. For more details on general education requirements across Excelsior, please visit www.excelsior.edu/gened.

There are dozens of options for meeting the general education requirements. Students must work closely with the academic advising team to plan how and when they will meet their requirements. Thirty of 31 required general education credits must be earned in the arts and sciences. One credit must be earned in information literacy. Credits must be distributed as follows:

1. IND 101 Cornerstone A: Foundations (Cornerstone course):

To provide students with the foundational skills and resources for academic and career success, and assure a “smart start” to the Excelsior University academic experience, Excelsior has implemented a Cornerstone course requirement. All students who are admitted in an undergraduate degree program will be required to complete a Cornerstone course in their first term of credit-bearing activity after admission to Excelsior University.

2. Information Literacy

Students are expected to demonstrate competency in information literacy. This requirement provides a broad overview of information literacy concepts.

The information literacy requirement must

be completed within the first 13 Excelsior University credits attempted, and no more than 10 years prior to the academic policy date.

3. Written English Requirement

Three credits are required in expository writing, which may be at the freshman level. This requirement must be completed within the first 13 Excelsior University credits attempted, and before registering for any nursing courses.

4. Humanities Requirements

The humanities requirements are designed to help you learn to read critically, reason well, think logically and critically, and express aesthetic appreciation.

A minimum of 6 credits must be earned in subjects such as art (e.g., appreciation, history, or studio), English, ethics, literature, music, philosophy, religion, theater, speech, and foreign languages.

Within the humanities distribution, students are required to complete a “core” requirement, which must be a minimum of 3 credits in a humanities subject other than English composition or expository writing. One introductory, applied, or professional writing course beyond the written English requirement may apply to the humanities distribution.

5. Social Sciences/History Distribution and Core Requirements

This distribution area is designed to provide you with a better understanding of people and society and the processes that individuals use to order their world. Studies of Western and other cultures are encouraged.

A minimum of 9 credits must be earned in subjects such as sociology, psychology, anthropology, history, geography, political science, and economics.

Within the social sciences/history distribution, students are required to complete the life span developmental psychology and

sociology core requirements. The sociology and life span developmental psychology core requirements must be completed before registering for any nursing courses.

6. Natural Sciences/Mathematics Distribution and Core Requirements

The natural science/mathematics requirement is designed to provide you with the scientific background essential to nursing practice and an understanding of the natural world as well as teach you problem-solving skills.

Within the natural sciences/mathematics distribution, students are required to complete 9 credits including the core requirements of human anatomy and physiology (minimum 4 credits, covering all major body organ systems), microbiology (minimum 3 credits), and college-level mathematics.

The science courses must have the depth and breadth appropriate for preparation as a registered nurse. Survey and diploma-level courses are not acceptable.

Students must complete the anatomy and physiology and the microbiology core requirements no more than five years prior to the academic policy date. The anatomy and physiology core, microbiology core, and college-level mathematics requirements must be completed before registering for any nursing courses.

Some state boards have specific requirements regarding the above-listed areas of study (e.g., some require a laboratory component for the science courses). Please be sure to check the licensure requirements in the state of your choice when planning your degree program.

7. Arts and Sciences Electives

In the Associate in Science degree program, an additional 3 credits are needed to satisfy general education requirements in the arts and sciences. These 3 credits may be distributed among the humanities, social sciences/history, and natural sciences/mathematics areas described above. Free electives (applied or professional courses) are not applicable to this requirement. You are encouraged to consider your interests carefully and to select subjects that complement your professional or personal interests. For example, if you are interested in working with elderly clients, you could complete examinations or courses in gerontology and the psychology of aging; or if you are interested in ethical issues, you might consider completing study in ethics, values, and philosophy. If you have a strong interest in the arts, you could study music, drama, or art. You are also encouraged to study a foreign language so you can communicate better with clients from other cultures. Always consult your advisor before registering for any examination or course.

ASSOCIATE IN APPLIED SCIENCE IN NURSING

Program in chart format on [page 24](#).

General Education Component (31 credits)

The general education requirements ensure that you develop basic college-level competence in the arts and sciences areas (humanities, social sciences/history, and natural sciences/mathematics) and information literacy, as well as the ability to express yourself in writing, read analytically, and think critically.

The study of the arts and sciences is an essential part of the preparation of an Excelsior graduate in that such study helps develop both knowledge in the discipline and an intellectual approach to problem solving. For more details on general education requirements across Excelsior, visit www.excelsior.edu/gened.

There are dozens of options for meeting the general education requirements. Students must work closely with the academic advising team to plan how and when they will meet their requirements. Of the 31 required general education credits, at least 24 must be earned in the arts and sciences. Of the remaining 7 credits, 1 credit must be earned in information literacy and the other 6 credits must be earned in any academic area other than nursing or physical education. If you have a degree in another applied field such as education, health, business, social work, or respiratory therapy, you may find that the Associate in Applied Science in nursing allows you to apply more transfer credit toward the general education component.

1. IND 101 Cornerstone A: Foundations (Cornerstone course):

To provide students with the foundational skills and resources for academic and career success, and assure a “smart start” to the Excelsior University academic experience, Excelsior has implemented a Cornerstone course requirement. All students who

are admitted in an undergraduate degree program will be required to complete a Cornerstone course in their first term of credit-bearing activity after admission to Excelsior University.

2. Information Literacy

Students are expected to demonstrate competency in information literacy. This requirement provides a broad overview of information literacy concepts.

3. The information literacy requirement must be completed within the first 13 Excelsior University credits attempted and no more than 10 years prior to the academic policy date.

4. Written English Requirement

Three credits are required in expository writing, which may be at the freshman level. This requirement must be completed within the first 13 Excelsior University credits attempted, and before registering for any nursing courses.

5. Humanities Requirements

The humanities requirements are designed to help you learn to read critically, reason well, think logically and critically, and express aesthetic appreciation.

A minimum of 6 credits must be earned in subjects such as art (e.g., appreciation, history, or studio), English, ethics, literature, music, philosophy, religion, theater, speech, and foreign languages.

Within the humanities distribution, students are required to complete a “core” requirement, which must be a minimum of 3 credits in a humanities subject other than English composition or expository writing. One introductory, applied, or professional writing course beyond the written English requirement may apply to the humanities distribution.

6. Social Sciences/History Requirements

This distribution area is designed to provide you with a better understanding

of people and society and the processes that individuals use to order their world. Studies of Western and other cultures are encouraged.

A minimum of 9 credits must be earned in subjects such as sociology, psychology, anthropology, history, geography, political science, and economics.

Within the social sciences/history distribution, students are required to complete the life span developmental psychology and sociology requirements. The sociology core and life span developmental psychology core requirements must be completed before registering for any nursing courses.

7. Natural Sciences/Mathematics Requirements

The natural sciences/mathematics requirement is designed to provide you with the scientific background essential to nursing practice and an understanding of the natural world as well as teach you problem-solving skills.

Within the natural sciences/mathematics distribution, students are required to complete 9 credits of natural sciences supportive of nursing that include human anatomy and physiology (minimum 4 credits), microbiology (minimum 3 credits), and college-level mathematics.

A combined human anatomy and physiology course must include all major body systems and must be at least 4 credits. Survey or diploma-level courses are not acceptable.

Students must complete the anatomy and physiology and the microbiology requirements no more than five years prior to the academic policy date. The anatomy and physiology, microbiology, and college-level mathematics requirements must be completed before registering for any nursing courses.

8. Free Electives/Arts and Science Electives

The additional 3 credits may be earned in any of the above arts and sciences areas or in other college-level subjects such

as health, business, computer science, counseling, education, or nutrition. Credit from associate-level nursing courses, physical education activity courses, and courses listed as remedial or developmental cannot be used to satisfy general education degree requirements.

Minimum Grade Required

The following requirements must be completed with a grade of “C” or higher. Courses less than 2 semester credits will not apply to meet these core requirements.

- ▶ Humanities
- ▶ Human Anatomy
- ▶ Human Physiology
- ▶ Life Span Developmental Psychology
- ▶ Microbiology
- ▶ Sociology
- ▶ Written English

Some state boards have specific requirements regarding the above-listed areas of study (e.g., some require a laboratory component for the science courses). Please be sure to check the licensure requirements in the state of your choice when planning your degree program.

Nursing Component for Both Associate Degrees in Nursing (35 credits)

The nursing component is designed to ensure that students possess competence in theory and performance in nursing comparable to the competence of graduates of campus-based associate degree nursing programs. The curriculum is designed to facilitate achievement of the educational program outcomes determined by the faculty.

Distance education is as challenging as face-to-face instruction, if not more so. The nursing component of the associate degree program requires outstanding critical thinking skills and nursing judgment, along with a commitment to academic rigor.

Most general education requirements must be completed before approval for nursing courses can be granted. The prerequisites include written English, Life Span Developmental Psychology, Sociology,

Anatomy & Physiology, Microbiology, and College-level Math. The two Excelsior University associate degree programs have identical nursing component requirements.

The nursing component is divided into three phases, which must be completed in the order shown in the degree chart on [page 24](#).

Students must complete all nursing courses and can have no more than 3 credits still needed in general education before taking the **NUR 290 Nursing Capstone: Advanced Clinical Practice**.

The content of the nursing courses includes essential knowledge of medical, surgical, maternity, pediatric, and mental health nursing integrated with knowledge related to growth and development, nutrition and pharmacology, ethical and legal issues, and the arts and sciences.

Nursing Online Courses

Online courses have a defined start and end date within an eight-week term during which students are required to complete weekly assignments and interact with other students and the faculty. They are similar to campus-based courses in this regard. However, since they are offered primarily in an asynchronous format, students have some flexibility as to when they log in and participate in learning activities.

Online courses require weekly online discussions, writing assignments, and quizzes. Embedded simulated practice experiences using virtual patients are threaded throughout all phases of the associate degree nursing curriculum. Students should plan to spend 18 hours or more per week to complete coursework. Nursing course registration may be offered to students who:

- ▶ have completed Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology and College-level Math.
- ▶ are within six credit hours of completion of all general education requirements
- ▶ have received official course approval

Nursing Hybrid Courses combine all online course features described above with additional synchronous laboratory and in-person clinical experiences within an eight-week term.

The passing grade for all nursing requirements is C. A description of the content in each nursing requirement follows.

PHASE I: NURSING ONLINE COURSES

Students in the associate degree in nursing program utilize a suite of integrative and adaptive nursing resources to customize student learning. These resources include CoursePoint, DocuCare, and vSim. See the Excelsior bookstore for associated fees.

Students must receive approval from an academic advisor before registering.

Please note that it takes six (6) business days from the end of a course term until course grades are official and available. Students who choose to take online courses for their requirements must pay close attention to the Excelsior University academic calendar, and must work closely with their academic advisors regarding the timing of course terms and when approval can be granted.

NUR 108 Transition to the Professional Nurse Role 3 credits

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, and College-level Math, NUR 104 Essentials of Nursing Care: Health Safety, NUR 105 Essentials of Nursing Care: Health Differences.

The knowledge and competencies in relation to the role of the Registered Professional Nurse are addressed in this content. Assignment, delegation, and supervision responsibilities of the Registered Professional Nurse are emphasized. Recognition of the Registered Professional Nurse role in collaboration with the various interprofessional healthcare providers is presented. Forces affecting the role of the Registered Professional Nurse such as nursing history, nursing organizations, regulatory agencies, ethics, law, technology, health care delivery systems and scope of practice are explored.

Delivery: Online course delivered over 8 weeks.

NUR 104 Essentials of Nursing Care: Health Safety 3 credits
(2.5 credits didactic, 0.5 credits lab)

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, and College-level Math.
This content focuses on the use of nursing process to provide and manage patient-centered care for persons across the lifespan. Patient teaching is discussed. Documenting and reporting nursing care and the use of informatics in health care are presented. The concepts of health promotion, maintenance, obtaining a health history, and the techniques of physical assessment are presented. Attention to safe and effective care with respect to environmental safety needs, emergency preparedness, use of restraints, infection control, and the prevention and management of pressure injury is explored. Pharmacology, safe medication administration and related nursing care are also addressed. Safe use of the nursing process is fundamental in this course.

All the skills labs in this course must be successfully completed with a satisfactory grade of “Complete” to pass this course, regardless of the course numeric grade. Skills labs are graded as Satisfactory (Complete) or Unsatisfactory (Incomplete).

Students must purchase one skills kit (available in the bookstore) for use in the NUR 104 and NUR 105 course. Items within them are necessary for students to use during their application of nursing clinical skills assignments for evaluation and feedback by the course instructor.

Delivery: Online course delivered over 8 weeks.

NUR 105 Essentials of Nursing Care: Health Differences 3 credits
(2.5 credits didactic, 0.5 credits lab)

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math.
NUR 104 is a pre-/corequisite for this course.
This content focuses on the application of the nursing process to support nursing judgment for the provision of evidence-based, patient-centered care. Patient-centered care addressing the promotion of health and achievement of optimal outcomes for patients experiencing common health problems related to nutrition, elimination, oxygenation, fluid, and electrolyte balance, mobility, activity, sleep, and rest is presented in this content. Knowledge of anatomy and physiology and the nursing process is used to support nursing judgment. Ethical and legal implications along with evidence-based standards of nursing practice are presented in relation to safe, quality nursing care for patients and families across the lifespan.

Knowledge of anatomy and physiology and the nursing process is used to support nursing judgment. Ethical and legal implications along with evidence-based standards of nursing practice are presented in relation to safe, quality nursing care for patients and families across the lifespan.

All the skills labs in this course must be successfully completed with a satisfactory grade of “Complete” to pass this course, regardless of the course numeric grade. Skills labs are graded as Satisfactory (Complete) or Unsatisfactory (Incomplete).

Students must purchase one skills kit (available in the bookstore) for use in the NUR 104 and NUR 105 course. Items within them are necessary for students to use during their application of nursing clinical skills assignments for evaluation and feedback by the course instructor.

Delivery: Online course delivered over 8 weeks.

NUR 109 Foundations in Nursing Practice

3 credits

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math, NUR 104 Essentials of Nursing Care: Health Safety, NUR 105 Essentials of Nursing Care: Health Differences. NUR 101/NUR 108 is a pre-/corequisite for this course.

This content focuses on the application of the nursing process to support nursing judgment for the provision of patient-centered care. The foundations of nursing practice include the care of culturally diverse patients experiencing health problems related to discomfort, pain, and sensory impairment. Growth and development and its relationship to health, injury prevention, illness, and continuity of care in a variety of settings are studied. Chronic illness, disability, and end of life needs, as well as pertinent ethical, legal, and regulatory requirements and the standards of professional nursing practice are addressed. Concepts and theories from the natural and social sciences are applied while caring for patients and families across the lifespan.

Delivery: Online course delivered over 8 weeks.

PHASE II

NUR 209 Reproductive Health

3 credits

(2.5 credits didactic, 0.5 credits lab)

Prerequisites: All Phase I requirements, Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math.

This content focuses on the application of the nursing process to support nursing clinical judgment and patient-centered care in reproductive health across the lifespan. A variety of reproductive health conditions and problems are presented including current topics in reproductive health, male and female reproductive disorders, childbearing, congenital anomalies, genetic disorders, and an introduction to newborn and pediatric health. Evidence-based, culturally sensitive nursing care, standards of professional nursing practice, as well as ethical, legal, and regulatory requirements are addressed. Principles, concepts, and theories from the natural and social sciences in relation to safe, quality nursing care are applied to patients and their families across the lifespan.

The laboratory component is a practice experience using virtual simulation patients included in the required resource for the course.

All the laboratory requirements in this course must be successfully completed with a satisfactory grade of "Complete" to pass this course, regardless of the course numeric grade. Skills labs are graded as Satisfactory (Complete) or Unsatisfactory (Incomplete).

Delivery: Online course delivered over 8 weeks.

NUR 211 Health Differences

Across the Life Span 1

3 credits

(2.5 credits didactic, 0.5 credits lab)

Prerequisites: All Phase I requirements, Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math. NUR 209 is a pre-/corequisite for this course.

This requirement focuses on the application of the nursing process to support nursing judgment and the provision of patient-centered

care for patients with acute and chronic cardiovascular and respiratory health problems, impaired blood cell formation, and abnormal cell growth. Evidence-based, culturally sensitive nursing care, standards of professional nursing practice, as well as ethical, legal, and regulatory requirements are addressed. The natural and social sciences are applied to the delivery of quality nursing care for patients and families across the life span.

The laboratory component is a practice experience using virtual simulation patients included in the required resource for the course.

All the laboratory requirements in this course must be successfully completed with a satisfactory grade of “Complete” to pass this course, regardless of the course numeric grade. Skills labs are graded as Satisfactory (Complete) or Unsatisfactory (Incomplete).

Delivery: Online course delivered over 8 weeks.

NUR 212 Health Differences Across the Life Span 2

(2.5 credits didactic, 0.5 credits lab)

3 credits

Prerequisites: All Phase I requirements, NUR 209, NUR 211, Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math.

This course focuses on the application of the nursing process to support judgement and the provision of patient-centered care. A wide variety of health problems are presented. These include mental health disorders, cognitive impairment, diabetes mellitus, and dysfunction of endocrine, hepatic, biliary, renal, and pancreatic systems. Evidence-based, culturally sensitive nursing care, standards of professional nursing practice, as well as ethical, legal, and regulatory requirements are addressed. The application of anatomy and physiology, microbiology, and social science concepts is essential for the provision of safe quality patient care.

The laboratory component is a practice experience using virtual simulation patients included in the required resource for the course.

All the laboratory requirements in this course must be successfully completed with a satisfactory grade of “Complete” to pass this course, regardless of the course numeric grade. Skills labs are graded as Satisfactory (Complete) or Unsatisfactory (Incomplete).

Delivery: Online course delivered over 8 weeks.

NUR 213 Health Differences Across the Life Span 3

(2.5 credits didactic, 0.5 credits lab)

3 credits

Prerequisites: All Phase I requirements, NUR 209, NUR 211, Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math. NUR 212 is a pre-/corequisite for this course.

This course focuses on the application of the nursing process to support nursing judgment for the provision of care for persons with health problems related to infectious and communicable diseases, tissue trauma, neurological dysfunction, and musculoskeletal disorders. Content areas include immune function, chain of infection, perioperative nursing, neuromuscular functional assessment, and musculoskeletal disorders. Health problems such as HIV/AIDS, tuberculosis, hepatitis, degenerative diseases, stroke, and trauma are highlighted. Evidence-based, culturally sensitive nursing care, standards of professional nursing practice, as well as ethical, legal, and regulatory requirements are addressed. Principles, concepts, and theories from the natural and social sciences in relation to safe quality nursing care are applied to clients and families across the lifespan.

The laboratory component is a practice experience using virtual simulation patients included in the required resource for the course.

All the laboratory requirements in this course must be successfully completed with a satisfactory grade of “Complete” to pass this course, regardless of the course numeric grade. Skills labs are graded as Satisfactory (Complete) or Unsatisfactory (Incomplete).

Delivery: Online course delivered over 8 weeks.

PHASE III

NUR 250 Clinical Nursing Practicum: Care of Patients Across the Lifespan 4 credits
(2.5 credits didactic, 1 credit lab, 0.5 credit clinical)

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math, all Phase I, and Phase II.

Verification of Health Care Experience (VHCE) form must be submitted when no more than 6 credits in general education are still needed. The VHCE form expires three (3) months after the date with supervisor's signature. Students should consult with the academic advising team regarding the VHCE form. LPN license will be reviewed to ensure the license is still active and unencumbered.

In this clinical course, students focus on the application of contemporary competencies and practice guidelines for the delivery of safe, quality patient care. Laboratory experiences provide opportunities for further development of nursing judgment applicable to the clinical environment. Students provide direct care for patients across the lifespan who are experiencing non-critical medical-surgical conditions in the acute care setting.

The laboratory component is a practice experience using virtual simulation patients included in the required resource for the course.

All the laboratory requirements in this course must be successfully completed with a satisfactory grade of "Complete" to pass this course, regardless of the course numeric grade. Skills labs are graded as Satisfactory (Complete) or Unsatisfactory (Incomplete).

This course must be completed through Excelsior University.

Delivery: Hybrid course delivered over 8 weeks. Online lecture, synchronous online weekly labs and in-person clinical components.

NUR 275 Competencies for Contemporary Nursing Practice 3 credits
(2 credits didactic, 1 credit lab)

Prerequisites: All Phase I and Phase II requirements, NUR 250, Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, and College-level Math.

This course is designed for students to apply competencies for contemporary nursing practice. Safety, teamwork and collaboration, evidence-based practice, quality improvement, leadership and delegation, informatics, and professional role development are studied. Students will further develop their role as a member of the profession and continue to prepare for professional nursing practice. Emphasis is on advanced skills, knowledge, judgment, professional values, and NCLEX preparation. The course integrates the following products from Assessment Technologies Institute (ATI) for NCLEX preparation: the ATI Capstone Course and the ATI Live Review. These activities are mandatory and include two separate two-hour proctored exams and a two day, 18-hour virtual live review. Satisfactory grades in all components of the course: didactics, laboratory, clinical experience, and ATI capstone are required to pass the course. ATI is worth 85% of the total grade. Additionally, satisfactory application of competencies in the simulated experience is required to pass the course.

This course must be completed through Excelsior University.

NUR 275 contains weekly one-hour, synchronous, virtual clinical group debriefing sessions via Zoom web conferencing. Students will be required to sign up for a debriefing session day/time from available time slots posted by the course instructor.

The laboratory component is a practice experience using virtual simulation patients included in the required resources for the course.

Delivery: Online course delivered over 8 weeks.

**NUR 290 Nursing Capstone:
Advanced Clinical Practicum** 4 credits
(2.5 credits didactic, 1.0 lab credit, 0.5 credits
clinical)

*Prerequisites: Written English, Life Span
Developmental Psychology, Sociology, Anatomy
& Physiology, Microbiology, College-level Math,
all Phase I and II requirements, NUR 250 and
NUR 275 Competencies for Contemporary
Nursing Practice. Must be within three (3) credits
or less of general education complete.*

In this clinical course, students will further develop their role as a member of the profession and continue to prepare for professional nursing practice. Emphasis is on advanced skills, knowledge, judgment, professional values, and NCLEX preparation. This course includes a laboratory and a dynamic clinical experience caring for multiple patients in a healthcare facility. Students are scheduled for clinical experiences and are required to travel to a clinical site during the course term. The course integrates the following products from Assessment Technologies Institute (ATI) for NCLEX preparation: the Virtual ATI series. These activities are mandatory. Satisfactory grades in all components of the course: didactics, lab, clinical experience, and Virtual-ATI are required to receive a grade in the course.

This course must be completed through Excelsior University.

Delivery: Hybrid course delivered over 8-weeks. Online lectures, synchronous and asynchronous labs, and in-person clinical components.

Policies Specific to the Associate Degrees in Nursing

The Excelsior University [student policy pages](#) are your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds,

withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

Policies and procedures that apply specifically to the associate degrees in nursing are listed on the following pages.

LPN Licensure Requirement

Students are required to maintain an active and unencumbered LPN license while in the associate degree in nursing program. Students whose license becomes inactive or encumbered during the program will not be permitted to register for a nursing course until the license is reactivated and unencumbered.

Minimum Academic Average

Grades of D are not acceptable in transfer. Grades of D and F earned in any Excelsior University course or general education examination will be listed on the academic record and official transcript and will be calculated in the GPA.

Undergraduate nursing students must maintain a nursing GPA of at least a 2.0 for satisfactory academic progression in the program. Students with a nursing GPA below 2.0 will be academically dismissed from the program.

In order to graduate, students must have a cumulative average of C (2.0) or better. **Although grades of D for Excelsior University courses may be accepted for credit in the general education component (except where otherwise specified), students must have the necessary grades to achieve a C average.**

Time Limits

The Associate Degree in Nursing program is designed to be completed with full-time or part-time study. Students can complete the degree at their own pace; however, students are required to complete all degree requirements within a 4.5-year period. This time limit is cumulative if enrollment is not continuous.

Students who do not complete the program within this time frame may be subject to dismissal. If a student withdraws from the School of Nursing and re-enrolls at a later date, a five-year time limit on nursing credits will be in effect. Nursing requirements completed prior to 2020 will not be acceptable regardless of time limit.

NUR 104 and NUR 105 requirements must be completed via online course Summer 2020 or after. Previously completed Excelsior University nursing Examinations and Nursing Theory Conference Exams will not apply regardless of completion date.

General Education Component

With the exception of the information literacy, anatomy and physiology core, and microbiology core requirements, there are no time limits on general education examinations or courses submitted for transfer credit. Credits earned at regionally accredited degree-granting institutions or through approved examination programs and for which official transcripts are submitted will be evaluated regardless of when they were completed.

Students should plan carefully, consulting with their academic advisors, about the examinations and courses to take to fulfill degree requirements. We recommend that students obtain prior approval from an academic advisor before registering for an examination or course from Excelsior University. If seeking approval for a course offered by another regionally accredited institution, students must provide the course title, course number, and the name of the institution to the academic advisor; in some cases, it may be necessary for the student to submit a course syllabus as well, so the advisor can determine whether the course is applicable. In choosing courses to meet the general education requirements, students should consider selections that will help to meet future educational or professional goals.

Nursing Course Policies

Policies on Repeating Online Courses

Students enrolled in the nursing program are allowed two attempts for the same nursing course for which they have received a D or F grade. Failure of the requirement on the second attempt will lead to academic dismissal from the associate degree in nursing program. Withdrawn or prospective students who have exceeded the number of failures for a single nursing requirement will be denied admission to this program for at least five years.

Students are required to earn a passing grade on a failed nursing course before being permitted to register for other nursing courses.

Students will not be approved to retake requirements they have passed (grade of C or higher) in order to obtain a higher grade. If a student chooses to repeat a requirement that he or she has passed, it will not apply toward the degree.

All grades earned on Excelsior University nursing and general education courses, and exams (including “D,” “F,” and “W” grades) will be posted on the student’s academic record and on the Excelsior University transcript. These grades will be calculated into the GPA.

Repeating any Excelsior University source of credit will require students to pay the tuition and/or fees that are associated with that requirement.

Students in the Associate Degree in Nursing program or the AAS component of the LPN to Bachelor of Science in Nursing program will be permitted only one opportunity for success in Phase III nursing courses (NUR 250, NUR 275 and NUR 290). Students who are not successful in those courses on their first attempt will be academically dismissed from the program.

Laboratory Experiences

A variety of asynchronous and synchronous lab experiences occur during the course. The synchronous lab experiences last 1-2 hours. Students are scheduled and required to be present for the laboratories during daytime, weekday hours. Students must have a desktop or laptop computer with a webcam and audio capability for the laboratory experiences.

Clinical Experiences

Students must complete these requirements through Excelsior University.

Clinical courses require students to travel to clinical sites for multi-day experiences in NUR 250 and NUR 290. Students are responsible for travel and associated expenses to the clinical site. Students must comply with clinical facility requirements for a health status report, immunizations, criminal background checks, and certification in Basic Life support. These are subject to change based on facility annual requirements. Students who are unable to comply with these requirements cannot be guaranteed registration into clinical courses. Clinical experiences cannot be waived.

Technical Standards for the Clinical Experiences

Technical standards are the required and essential abilities that an individual taking clinical courses must effectively demonstrate as an Excelsior University associate degree nursing student.

Clinical experiences assess student's application of competency of nursing practice, the nursing process, and technical components for nursing practice in the care of adults and children in the acute care setting. Therefore, the nursing student must be able to perform the following:

- ▶ Assess, perceive, and understand the condition of assigned patients.
- ▶ See, hear, smell, touch, and detect subtle changes in colors.
- ▶ Communicate (verbally and in writing) with English-speaking patients and/or family members/significant others as well as members of the health care team, including nurses, physicians, support staff, and faculty.
- ▶ Read and understand documents written in English.
- ▶ Perform diagnostic and therapeutic functions necessary for the provision of general care and emergency treatment to the patient.
- ▶ Stand, sit, move, and tolerate the physical exertion necessary to meet the demands of providing safe clinical care.
- ▶ Solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- ▶ Perform nursing skills in the face of stressful conditions and exposure to infectious agents and blood-borne pathogens.

Requesting Accommodations for the Clinical Experiences

Excelsior University is committed to the principle that every individual should have an equal opportunity to pursue an Excelsior University degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree. Excelsior seeks to assure access by providing reasonable accommodations to individuals with physical, mental, or learning disabilities recognized under the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA). Reasonable accommodation is the provision of aids, or modification to testing, services, or a program of study, that allows access by individuals with disabilities.

The ADA defines a disability as “any mental or physical condition that substantially limits an individual’s ability to perform one or more major life activities” as compared with the average person in the general population. Major life activities include, but are not limited to, walking, seeing, hearing, speaking, breathing, performing manual tasks, concentrating, caring for one’s self, working, learning, and the operation of a major bodily function such as those of the immune system, respiratory system, etc.

The ADA requires an institution of higher education to provide reasonable accommodations to a qualified individual with a documented disability, provided that the accommodation does not create undue hardship. An undue hardship refers to any accommodation that would be unduly costly, substantially disruptive, or that would fundamentally alter the nature of the program. Both matriculated and non-matriculated students may request reasonable accommodations from Excelsior University.

Additionally, Excelsior University is required to abide by the provisions of Section 504 of the Rehabilitation Act of 1973 which protect otherwise qualified individuals from discrimination based on their disability. In order to

be otherwise qualified, a student with a disability must be capable, either with or without accommodation, of fulfilling the essential requirements of the educational program.

Individuals requesting reasonable accommodations are required to self-disclose to the disability services coordinator and submit a request in writing or an accessible format appropriate for their limitation, which generates a durable record.

The request must be accompanied by official documentation of the disability from an appropriate licensed professional, which must address the current functional limitation(s), the prognosis, and recommendation(s) of appropriate accommodation. Once eligibility has been established, accommodations are requested on a course-by-course (or exam-by-exam) basis.

You can find information about disability services, examples of accommodation, and the accommodation request process on our website at www.excelsior.edu/disability-services.

Physical Education Courses

Excelsior courses in physical education can be applied toward the associate in applied science in nursing degree if they have a classroom component with a theoretical base and are applicable to the degree. Academic advisors may request course descriptions to verify the theoretical content of a physical education course.

Transfer Credit

Credits from external degree-level nursing courses are not applicable to the associate degree in nursing programs.

continued on next page

Planning for Degree Completion

You are encouraged to matriculate in Excelsior University to receive the necessary academic advisement necessary for degree completion.

Learning Resources and Assistance for AS and AAS Nursing Students

The primary learning resource for each requirement is a course syllabus and required course materials. Students are expected to purchase or have access to the required course materials and skills kit for nursing requirements.

Other learning resources and assistance include:

- ▶ Excelsior University online library—no fee
- ▶ Access to academic advisors via phone and Excelsior University Message Center to assist with program planning—no fee

Bachelor of Science in Nursing FOR REGISTERED NURSES

121
CREDITS

GENERAL EDUCATION COMPONENT	CREDIT HOURS
▶ Cornerstone Requirement	3
▶ Information Literacy ^①	1
▶ Written English Requirement ^②	6
▶ Humanities	9
▶ Ethics Core ^③	3
▶ Social Sciences	
Social Sciences/History	6
Psychology Core	3
Sociology Core	3
▶ Natural Sciences and Mathematics	
Human Anatomy and Physiology Core	4
Microbiology Core	3
Sciences Supportive of Nursing Core	2
Statistics Core	3
Natural Sciences/Mathematics	3
▶ Arts & Sciences Electives	12
TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT	61
NURSING COMPONENT	CREDIT HOURS
30 semester hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN®. All requirements below are online courses.	30
▶ PHASE I	
NUR 336 The Profession of Nursing: Becoming Influential	3
NUR 338 Introduction to Informatics for Nurses	2
NUR 342 Holistic Health Care Across the Life Span	4
NUR 356 Leadership and Management in Nursing	4
▶ PHASE II	
NUR 430 Research in Nursing ^④	3
NUR 446 Teaching and Learning in a Diverse Society	3
NUR 448 Community Health Nursing: Caring for the Public's Health	4
Nursing Elective (upper level) ^⑤	3
▶ PHASE III	
NUR 462 Nursing Capstone ^{②③⑥}	4
TOTAL CREDITS FOR NURSING COMPONENT	60
TOTAL DEGREE CREDITS REQUIRED	121

① This requirement must be completed within the first 13 Excelsior University credits attempted, and no more than 10 years prior to the academic policy date.

② The Written English Requirement is a prerequisite for the NUR 462 Nursing Capstone. The Written English must be completed within the first 13 Excelsior University credits attempted.

③ The ethics core requirement is a prerequisite for the Nursing Capstone.

④ Statistics is a pre-/corequisite for Research in Nursing.

⑤ These credits are not required for students who earned an associate degree in nursing at Excelsior University.

⑥ Students are eligible for this requirement when the ethics core requirement is complete, when they have no more than 6 credits in general education still needed, and when all other nursing courses are complete. The nursing elective is the only nursing requirement that can be taken along with the capstone course.

Program Description

The Bachelor of Science in Nursing program builds upon prior knowledge with new learning. Using both a teaching and outcomes assessment model, the program provides a flexible means for registered nurses to obtain their bachelor's degree. The program offers access to education for students of all backgrounds, including diverse and underserved populations. The curriculum serves as a foundation for graduate study and the pursuit of lifelong learning, which is essential for practice in the profession.

The Bachelor of Science in nursing requires a total of 121 credits including 61 in general education and 60 in nursing. You are subject to the degree requirements in effect when your academic policy date is set or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both admitted, enrolled, and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our website. Information about changes to degree requirements is also made available on our website.

End-of-Program Student Learning Outcomes

1. Apply principles of nursing scholarship to optimize health care outcomes.
2. Integrate equitable, person-centered care standards to improve care across diverse settings.
3. Employ ethical, fiscally sound strategies in the management of population health.
4. Collaborate with stakeholders to optimize healthcare outcomes.
5. Assess strategies that create a culture of quality and safety.
6. Apply Information and Healthcare Technologies to manage the delivery of care.
7. Apply the role of the professional nurse leader in the empowerment of others to deliver.
8. Apply effective written communication methods for diverse audiences to support decision-making.

Admission

The BS in nursing program is designed for registered nurses who:

- ▶ hold an active and unencumbered RN license in the U.S.,

AND

- ▶ have earned an associate degree or diploma in nursing from New York State (NYSED)-approved program, or a program with specialty accreditation, or regionally accredited college.

Bachelor of Science in Nursing Degree Requirements

The Bachelor of Science in nursing requires a total of 121 credits including 61 in general education and 60 in nursing.

You are subject to the degree requirements in effect when your academic policy date is set or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

General Education Component

Because it contributes both knowledge and an intellectual approach to problem solving, the general education component is an essential part of preparation for professional nursing practice. The general education requirements ensure that the student will develop college-level competence in the arts and sciences areas of the humanities, social sciences/ history, and natural sciences/math.

General education credits may be earned through Excelsior University courses or transferred from accredited, degree-granting institutions or approved examination programs for which official transcripts are provided.

It is recommended that students seek formal course approval from their advisor prior to registering for courses or examinations. Students can log on to their customized MyExcelsior page, which provides options for meeting remaining requirements. Excelsior University academic advisors work with students to create study plans that best suit their learning styles, time frames, and budgets.

If you plan to enter a master's degree program, consider taking courses that support your area of interest. You should contact the graduate school that you wish to attend to request information about policies and requirements.

Please request course approvals well in advance of registration deadlines to avoid delays. To obtain course approval, contact an academic advisor via the Message Center or by phone and provide the name of the institution, the course title and catalog number, the academic department under which the course is offered, and the catalog content description. In some circumstances a course syllabus/outline may be requested.

General education courses taken within a nursing department or listed as "for nurses" are subject to classification review. Such courses often appear on transcripts as "Anatomy and Physiology for Nurses," "Nursing Chemistry," or "NURS: Pathophysiology."

Requirements

1. IND 101 Cornerstone A: Foundations course or IND 301 Cornerstone B: Pathways course

To provide students with the foundational skills and resources for academic and career success, and assure a "smart start" to the Excelsior University academic experience, the University has implemented a Cornerstone course requirement. All students in an undergraduate degree program are required to complete a Cornerstone course in their first term of credit-bearing activity after admission to Excelsior University.

2. Information Literacy

Students are expected to demonstrate competency in information literacy. The information literacy requirement must be completed within the first 13 Excelsior University credits attempted.

3. Written English Requirement

Six credits are required in English composition. The first 3 credits in Written English must be completed within the first 13 Excelsior University credits attempted.

4. Humanities Requirements

The humanities requirements are designed to help you learn to read critically, reason well, think logically and critically, and express aesthetic appreciation. You are encouraged to study at least two disciplines in this area.

A minimum of 9 credits must be earned in subjects such as art (appreciation, history, or studio), literature, music, philosophy, religion, theater, speech, and foreign languages.

A minimum of 3 credits must be earned in a course in ethics. The ethics core requirement must be a general course in ethics that covers foundational theories, concepts, and selected issues related to ethical choices.

5. Social Sciences/History Distribution and Core Requirements

The social sciences/history distribution is designed to provide you with a better understanding of people and society and the processes that individuals use to order their world. You are encouraged to consider a course on the family or family dynamics to meet this requirement. An understanding of economics and violence is extremely useful in current health care environments. Studies in Western and other cultures are encouraged.

At least 12 credits must be earned in subjects such as history, geography, gerontology, economics, anthropology, political science, organizational behavior, sociology, and psychology.

Within the social sciences/history distribution students are required to complete one course/exam in psychology and one course/exam in sociology.

6. Natural Science/Mathematics Distribution and Core Requirements

The natural sciences/mathematics distribution is designed to help you develop a scientific mode of reasoning and an understanding of theory development and evaluation.

At least 15 credits must be earned in such subjects as biology, mathematics, statistics, chemistry, genetics, pathophysiology, and physics.

Within the natural sciences/mathematics distribution, students are required to complete 8 credits of natural sciences supportive of nursing, including human anatomy and physiology and microbiology. Students who do not have a total of 8 credits in the core requirements of anatomy and physiology and/or microbiology will need an additional 2 credits of natural sciences supportive of nursing that may be in biology, chemistry, genetics, pathophysiology, or physics. Survey courses are not acceptable.

Students are also required to complete a course or exam in statistics. The statistics

course must include both descriptive and inferential statistical measures. The statistics requirement can be completed before or along with the Research in Nursing course.

The remaining 12 arts and sciences credits may be distributed among the humanities, social sciences/history, and natural sciences/mathematics. Students are encouraged to study in a specific area or discipline that may be a personal or professional interest. Credits in free electives (applied/professional subject areas) are not applicable.

Meeting Core Requirements

The following requirements must be completed with a grade of “C” or higher. Courses less than 2 semester credits will not apply to meet these core requirements.

- ▶ Ethics
- ▶ Human Anatomy
- ▶ Human Physiology
- ▶ Microbiology
- ▶ Psychology
- ▶ Sociology
- ▶ Statistics
- ▶ Written English

Nursing Component

The nursing component focuses on knowledge and professional competencies expected of graduates of bachelor’s programs. Emphasis is placed on integration of nursing and related arts and sciences knowledge in a variety of complex situations related to nursing care of individuals, families, aggregates, and communities. Distance education is as challenging as face-to-face instruction, if not more so. The nursing component of the degree program requires outstanding critical thinking skills and nursing judgment, along with a commitment to academic rigor. Nursing component requirements are divided into three recommended phases. Please see the following pages for the recommended sequence in which to take these requirements. It is recommended that you complete Phase I requirements before Phase II requirements.

Practice Experiences

The focus of practice experiences is very different than the “clinical” experiences of pre-licensure programs. As a baccalaureate nurse, the focus shifts away from individual patient care to community as client, population based health, and the role of the RN in influencing health care delivery.

The faculty define practice experiences as opportunities for students to provide nursing care in a variety of practice learning environments that support end of program student learning outcomes and adult learning needs. Practice experiences are interactive, individualized, experiential learning experiences that provide and/or influence health care.

There are various practice experience hours dispersed over six courses in the RN to BS Nursing Program: **NUR 336 The Profession of Nursing Becoming Influential**, **NUR 342 Holistic Health Assessment Across the Lifespan**, **NUR 446 Teaching and Learning in a Diverse Society**, **NUR 448 Community Health Nursing, Caring for the Public’s Health**, **NUR 356 Leadership and Management in Nursing**, and **NUR 462 Nursing Capstone**. Examples of practice experiences include: virtual clinical simulation in physical assessment, educating staff on new evidence-based procedures, participating in administrative decisions about health care practices in an interprofessional team, and advocating for vulnerable populations by writing a letter to a legislator.

The course instructor provides regular feedback throughout the practice experience. Successful completion of the practice experience is required to pass the nursing course.

PHASE I

NUR 336 The Profession of Nursing, Becoming Influential 3 credits

Prerequisite: ENG 101 English Composition.

On the core values of professional nursing and their associated behaviors. Building on previous knowledge and experience students will critically consider nursing’s professional roles

and responsibilities in the healthcare delivery system. Selected concepts will be presented in the context of social justice and will include the use of nursing theory and evidence-based knowledge to provide care for diverse populations, ethics and value-based professionalism, professional confidence, empowerment, and caring and compassion. In addition to classroom dialogue and written assignments, students will engage in a 1-hour practice experience that will support new understandings for professional practice.

Delivery: Online course delivered over 8 weeks.

NUR 338 Introduction to Informatics for Nurses 2 credits

Prerequisite: None

This course provides knowledge about the informatics roles and skills utilized in professional nursing practice. Emphasis is placed on the use of information processes and information technology to support patient care interventions in an interprofessional healthcare environment. The course will focus on the use of information technology tools to support healthcare decision-making for patients, healthcare consumers, and professional colleagues. Nursing informatics specialization competencies and the role of nurses in improving patient outcomes and supporting a safe healthcare environment, through the use of information technology, will be included.

Delivery: Online course delivered over 8 weeks.

NUR 342 Holistic Health Care Across the Life Span 4 credits

Prerequisite: Active and unencumbered RN license.

This course focuses on the role of the professional nurse in the health promotion of individuals and populations. Emphasis is placed on enhancing communication skills, cultural competence, and physical assessment skills for registered nurses. Care of individual patients and populations is analyzed within the context of environmental influences, social

determinants of health, and culture. Students will explore the role of technology in improving access to care and optimizing health care outcomes. Students will complete a practice experience that includes a health history, a comprehensive physical assessment, a genogram, and a teaching plan on a live adult volunteer. Supporting practice experiences, such as digital clinical simulations, will be used to augment direct, hands-on practice experience. Students will purchase Shadow Health's Digital Clinical Simulations to practice and enhance clinical reasoning skills. This course includes 45 hours of practice experience.

Delivery: Online course delivered over 15 weeks.

NUR 356 Leadership and Management in Nursing 4 credits

Prerequisite: Active and unencumbered RN license.

Nurse leaders engage in ethical decision-making processes that align with organizational priorities. Leaders make a variety of strategic decisions including people management, prudent use of financial resources, and development of a vision for the organization and team. Leading a team is a complex endeavor and involves clear communication of the vision, the ability to work in inter-professional teams, a passion for the mission, the ability to make decisions under pressure and uncertainty, and the ability to motivate others to embrace the vision. This course analyzes the interrelated relationship between leadership and decision making, and examines how wisdom, research, personal values, and theory enhance leadership and decision-making skills. The course will use a mix of reading, course conversations, case studies, teamwork, and reflective exercises to explore the role of nurse leaders.

Satisfactory performance in the practice experience of this course is required for a passing grade in the course. This course includes 10 hours of practice experience.

Delivery: Online course delivered over 15 weeks.

Nursing Elective Requirement (3 credits)

Consult with your academic advisor before taking a course or examination for nursing elective credit in order to be sure that you are choosing an acceptable option. A list of professional nursing certifications that may be used to fulfill the nursing elective requirement is on [page 47](#), and on our website.

Nursing elective credits are not required for students who earned an associate degree in nursing at Excelsior University.

PHASE II

NUR 430 Research in Nursing 3 credits

Prerequisites: Active and unencumbered RN license. Statistics is a pre-/corequisite for this course.

This course focuses on the role of the baccalaureate prepared nurse in translating and disseminating current evidence into nursing practice. The integration of theory, evidence, best practices, cultural considerations, and patient preferences in clinical decision making will be examined. Students will develop a basic understanding of the generation of knowledge by examining research processes and appraising the value of current evidence for practice. Course content analyzes the collaborative role of the baccalaureate prepared nurse in the inter-professional team, with a focus on improvement of health outcomes. Advocacy for the protection of human subjects in research will be emphasized, and students will evaluate ethical practices that protect patients from harm. The student will explore the impact of health care economics on research and the translation and application of research findings. The principles of evidence-based practice in nursing will be used to prepare students for their Capstone Quality Improvement Initiative project.

Delivery: Online course delivered over 8 weeks.

NUR 446 Teaching and Learning in a Diverse Society 3 credits

Prerequisite: Active and unencumbered RN license.

This course focuses on nursing principles and concepts as applied to the promotion and preservation of the health of populations. Students participate in rich interactive activities that involve a needs assessment, community connections, cultural awareness and sensitivity, health literacy, teaching and learning, advocacy, and critical self-reflection. The course requires 20-hours of practice experience. The practice experiences include four interviews with community members and members of the Interprofessional team, completing a needs assessment for a community's learning needs, preparing a teaching plan and teaching materials, delivery and evaluating a teaching session, and writing a letter to community leaders related to an identified health need. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

Delivery: Online course delivered over 8 weeks.

NUR 448 Community Health Nursing: Caring for the Public's Health 4 credits

Prerequisite: Active and unencumbered RN license.

This course integrates evidence, theory, standards, and knowledge from nursing, public health, and other disciplines to guide population-focused nursing practice. Importance is placed on the application of the core functions of public health: assessment, policy development, and the assurance of available and necessary health services for diverse populations. Emphasis is placed in identifying determinants of health, advocating for vulnerable populations, prioritizing primary prevention, and utilizing available resources to improve the health of populations. Population-focused nursing involves assessing the health care needs of a specific population and making health care decisions for the population as a whole rather than for individuals.

This course includes practice experiences in the community. This course includes 45 hours of practice experience. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

Delivery: Online course delivered over 15 weeks.

PHASE III

NUR 462 Nursing Capstone 4 credits

3 credits allocated for coursework, and 1 credit allocated for practice experience

Prerequisites: Written English Requirement, INL 102: Information Literacy, Ethics, all nursing requirements, and be within 6 credits of completion of general education requirements. Active and unencumbered RN license.

The Capstone course provides an opportunity for students to synthesize concepts of professional nursing, develop a quality improvement initiative, apply principles of interprofessional collaboration, and demonstrate self-development. The course is designed to help students apply leadership principles related to effective communication, collaboration, and delegation within interprofessional teams through the work done on the quality improvement initiative. This course also provides students with the opportunity to demonstrate professional self-development through the group debriefing and self-reflection activities. The Capstone course is also designed as a culminating nursing course for the RN baccalaureate student with a practice experience component that includes 45-hours of direct practice experience (PE).

This course must be completed through Excelsior University.

This course includes 45 hours of direct practice experience. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

Certifications Approved for Elective Credit

The following are examples of nursing certifications that may be acceptable for nursing elective credits. Please check our website for the current list of certifications approved for elective credit.

- ▶ **AACN Certification Corporation (CCRN)**
 - ▶ Certification for Adult Critical Care Nurses (4 credits)
 - ▶ Certification for Neonatal Critical Care Nurse (4 credits)
 - ▶ Certification for Pediatric Critical Care Nurses (4 credits)
 - ▶ Two additional nursing elective credits will be awarded to students for each additional CCRN certification (adult, pediatric, neonatal). That is, the student will be awarded 4 credits for the first certification and 2 credits for each subsequent certification.
 - ▶ Certification for Progressive Care Nurses (PCCN) (3 credits)
- ▶ **American Board of Neuroscience Nursing**
 - ▶ Neuroscience Registered Nurse (Certified) (3 credits)
- ▶ **American Board of Perianesthesia Nursing Certification Inc. (ABPANC)**
 - ▶ Certified Post-Anesthesia Nurse (CPAN) (3 credits)
 - ▶ Certified Ambulatory Perianesthesia Nurse (CAPA) (4 credits)
 - ▶ Five nursing elective credits will be awarded to students holding both CPAN and CAPA.
- ▶ **American Nurses Credentialing Center**
 - ▶ Certified Gerontological (ADN) Nurse (3 credits)
 - ▶ Psychiatric/Mental Health Nursing (3 credits)
- ▶ **Board of Certification for Emergency Nurses**
 - ▶ Certified Emergency Nurse (CEN) (3 credits)
 - ▶ Certified Flight Registered Nurses (CFRN), (3 credits)

- ▶ **Competency and Credentialing Institute**
 - ▶ Certified Perioperative Nurse (CNOR) (3 credits)
- ▶ **Medical-Surgical Nursing Certification Board**
 - ▶ Certified Medical-Surgical Registered Nurse (CMSN) (4 credits)
- ▶ **National Board for Certification of Hospice and Palliative Nurses**
 - ▶ Certified Hospice and Palliative Nurse (CHPN) (3 credits)
- ▶ **Oncology Nursing Certification Corporation Certified Breast Care Nurse (CBCN) (3 credits)**
- ▶ **Pediatric Nursing Certification Board**
 - ▶ Certification in Pediatric Nursing (CPN) (3 credits)

Policies Specific to the Bachelor of Science in Nursing

The Excelsior University [student policy pages](#) are your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

Policies and procedures that apply specifically to the bachelor's degree in nursing are listed on the following pages. File your Handbook with your other important academic papers and this program catalog for easy reference.

Students are required to maintain an active, unencumbered RN license. The University utilizes the Nursys® e-Notify service as our database management system. Students must provide the University with the following information for submission to e-Notify:

- ▶ RN license number
- ▶ State of licensure

- ▶ Last four digits of your SSN
- ▶ Year of birth

Students whose license becomes inactive or encumbered during the program will not be permitted to register for a nursing course until the license is reactivated and unencumbered.

Admission

Registered Nurses

Excelsior University offers a bachelor's in nursing degree program for registered nurses. The program is open to applicants who meet the following admission criteria:

- ▶ hold an active and unencumbered RN license in the U.S., and
- ▶ have earned an associate degree or diploma in nursing from a New York State (NYSED)-approved program, or a program with specialty accreditation, or a regionally accredited college.

International Student Admission Requirements

For the bachelor's program, in addition to official transcripts, nursing candidates must demonstrate that they have an equivalent U.S. Registered Nurse (RN) licensure. To be eligible for admission, the applicant must be a graduate from an approved school of nursing in their country of education and hold a current, unencumbered nursing license (if licensed in multiple jurisdictions and/or countries, all licenses must be unencumbered). All nursing school transcripts and all licenses will be validated by primary source verification. International candidates must apply to the Commission on Graduate of Foreign Nursing Schools (CGFNS) New York Credential Verification Service (NYCVS) and the New York State Education Department (NYSED) to have their foreign nursing education evaluated and approved by the aforementioned organizations.

Detailed application information and instructions can be found in the application for admission. Submit email questions concerning international student admission requirements to international@excelsior.edu.

English Language Proficiency Requirement

International candidates from non-English-speaking countries must show evidence of sufficient English language proficiency through one of the following options:

7. Submission of TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) taken within the last two years.
8. Successful completion of Excelsior course **ENG 101 English Composition**.
9. Submission of evidence of the successful completion of at least 9 credit hours of academic work in courses delivered in English at an institution of higher education in the United States.

Minimum Academic Average

Grades of D are not acceptable in transfer. Grades of D and F earned in any Excelsior University course or general education examination will be listed on the academic record and official transcript and will be calculated in the GPA.

In order to graduate, students must have a cumulative average of C (2.0) or better. **Although grades of D for Excelsior University courses may be accepted for credit in the general education component (except where otherwise specified), students must have the necessary grades to achieve a C average.**

Undergraduate nursing students must maintain a nursing GPA of at least a 2.0 for satisfactory academic progression in the program. Students with a nursing GPA below 2.0 will be academically dismissed from the program.

Time Limit

The Bachelor of Science in nursing program is designed to be completed with full-time or part-time study. Students can complete the degree at their own pace, but must be completed within a six-year period. This time limit is cumulative if enrollment is not continuous. **Those who do not complete the program within this time frame may be subject to dismissal. If a student withdraws from the School of Nursing and re-enrolls at a later date, a five-year age limit on nursing theory credits will be in effect.**

Technical Standards for RN to BS Program

Technical standards are the required and essential abilities that an individual in the RN to BS program must effectively demonstrate in selected courses as an Excelsior University nursing degree student.

The components of the RN to BS program test a student's application of the nursing process and technical components for nursing practice. In addition, students must possess sufficient intellectual abilities and emotional health required for safe and effective practice. Therefore, the nursing student must possess sufficient skills for the following:

- ▶ Perform a physical examination on another person, including the skills of: observation/inspection, palpation, auscultation, and percussion.
- ▶ See, hear, smell, touch, and detect subtle changes in color.
- ▶ Perform parts of a physical examination in an online simulation experience, including sufficient hearing, and vision and manual dexterity for an online experience.

Policy on Repeating Nursing Online Courses

Students may take each nursing course a maximum of two times. Failure on the second attempt will lead to dismissal from the nursing program for at least five years.

Repeating any Excelsior University requirement will require students to pay the tuition and/or fees that are associated with that requirement.

Students are required to earn a passing grade on a failed nursing course before being permitted to register for other nursing courses.

Transfer Credit

Credits from external degree-level nursing courses are not applicable to the bachelor of science in nursing degree programs.

Learning Resources for Bachelor's Degree in Nursing Students

Learning resources for matriculated students can be found via the Resources tab on the MyExcelsior account.

To help students achieve their educational goals, the School of Nursing offers a variety of guided learning opportunities to students.

As a nursing student, you will have access to:

- ▶ academic advisors to assist you with program planning,
- ▶ nursing faculty program directors to assist with questions and concerns to answer questions about courses.

LPN TO BACHELOR OF SCIENCE IN NURSING

121 CREDITS

NUR 104 and 105
are prerequisites
to NUR 101 and 109

ASSOCIATE-LEVEL GENERAL EDUCATION COMPONENT		CREDIT HOURS
▶ Cornerstone Requirement		3
▶ Information Literacy ^①		1
▶ Written English Requirement I ^{②④}		3
▶ Humanities		6
▶ Social Sciences		
Life Span Developmental Psychology Core ^②		3
Sociology Core ^②		3
▶ Natural Sciences/Mathematics		
Anatomy and Physiology Core ^②		4
Microbiology Core ^②		3
Mathematics ^②		2
▶ Free Elective/Arts & Sciences		3
TOTAL CREDITS FOR GENERAL EDUCATION COMPONENT		31
ASSOCIATE DEGREE NURSING COMPONENT		CREDIT HOURS
PHASE I	NUR 101 Introduction to Professional Nursing	2
	NUR 104 Essentials of Nursing Care: Health Safety	3
	NUR 105 Essentials of Nursing Care: Health Differences	3
	NUR 109 Foundations of Nursing Practice	3
PHASE II	NUR 209 Reproductive Health	3
	NUR 211 Health Differences Across the Life Span 1	3
	NUR 212 Health Differences Across the Life Span 2	3
	NUR 213 Health Differences Across the Life Span 3	3
PHASE III	NUR 250 Clinical Nursing Practicum: Care of Patients Across the Lifespan ^{⑤⑥}	4
	NUR 275 Clinical Competencies for Contemporary Nursing Practice	3
	NUR 290 Nursing Capstone: Advanced Clinical Practicum ^{⑥⑦}	4
TOTAL CREDITS FOR ASSOCIATE DEGREE NURSING COMPONENT		34
TOTAL CREDITS FOR ASSOCIATE IN APPLIED SCIENCE IN NURSING DEGREE		65
BACHELOR'S-LEVEL GENERAL EDUCATION COMPONENT		CREDIT HOURS
▶ Written English Requirement II ^③		3
▶ Humanities		3
▶ Ethics Core ^⑧		3
▶ Social Sciences Elective		9
▶ Statistics ^⑨		3
▶ Natural Sciences Elective		3
▶ Arts & Sciences Electives		6
TOTAL ASSOCIATE DEGREE & BACHELOR'S CREDITS FOR GENERAL EDUCATION		61
BACHELOR'S DEGREE NURSING COMPONENT		CREDIT HOURS
PHASE IV	NUR 301 Bridge for Professional Socialization	2
	NUR 338 Introduction to Informatics for Nurses	2
	NUR 342 Holistic Health Care Across the Life Span ^⑩	4
	NUR 356 Leadership and Management in Nursing ^⑩	4
PHASE V	NUR 430 Research in Nursing ^{⑩⑪}	3
	NUR 446 Teaching and Learning in a Diverse Society ^⑩	3
	NUR 448 Community Health Nursing: Caring for the Public's Health ^⑩	4
PHASE VI	NUR 462 Nursing Capstone ^{③⑧⑩⑪}	4
TOTAL ASSOCIATE DEGREE & BACHELOR'S NURSING CREDITS		60
TOTAL BACHELOR OF SCIENCE IN NURSING DEGREE CREDITS		121

Chart footnotes listed on following page

Program Description

The LPN to Bachelor of Science in nursing program is designed to allow students to earn both the Associate in Applied Science in Nursing and the Bachelor of Science in Nursing more efficiently than completing the two programs separately. The competency-based AAS in Nursing will be conferred upon completion of all general education and associate degree nursing component courses, including the capstone. Students will then transition seamlessly to the bachelor's program requirements. NUR 342, NUR 356, NUR 430, NUR 446, NUR 448, and NUR 462 require students to attain and maintain an active and unencumbered RN license to take these courses. See page 3 for details.

End-of-Program Student Learning Outcomes

1. Apply principles of nursing scholarship to optimize health care outcomes.
2. Integrate equitable, person-centered care standards to improve care across diverse settings.
3. Employ ethical, fiscally sound strategies in the management of population health.
4. Collaborate with stakeholders to optimize healthcare outcomes.
5. Assess strategies that create a culture of quality and safety.
6. Apply Information and Healthcare Technologies to manage the delivery of care.
7. Apply the role of the professional nurse leader in the empowerment of others to deliver quality care.
8. Apply effective written communication methods for diverse audiences to support decision-making.

Policies Specific to the LPN to BS in Nursing Program

The Excelsior University [student policy pages](#) are your resource for the academic administrative policies. This section of the website includes information including your right to privacy, grading policies, and policies and procedures concerning refunds, withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

Additional policies and procedures that apply specifically to the LPN to BS in Nursing program are listed on [page 53](#) of this catalog.

Admission

The LPN to BS in nursing program is designed for licensed practical/vocational nurses. The program is open to applicants who meet the following admission criteria:

- ▶ Hold an active and unencumbered LPN/LVN license in the U.S., AND

LPN to Bachelor of Science in Nursing Chart Information

- ① This requirement must be completed within the first 13 Excelsior University credits attempted, and no more than 10 years prior to the academic policy date.
- ② This requirement must be completed before registering for any nursing course. Anatomy & Physiology and Microbiology need to have been completed no more than five years prior to the academic policy date.
- ③ The second course of the Written English Requirement is a prerequisite for NUR 462 Nursing Capstone.
- ④ This requirement must be completed within the first 13 Excelsior University credits attempted.
- ⑤ Students can register for this course when all Phase I courses are successfully completed, courses NUR 209, NUR 211, NUR 212, NUR 213 are successfully completed, and a current VHCE form has been submitted. In addition, students must also successfully complete NUR 750 when indicated. See [page 16](#) for more details.
- ⑥ Hybrid course. See description on [page 18](#).
- ⑦ Students are eligible for this requirement when no more than 3 credits in associate-level general education are needed and when all associate-level nursing requirements are complete.
- ⑧ The ethics core requirement is a prerequisite for NUR 462 Nursing Capstone.
- ⑨ Statistics is a pre-/corequisite for Research in Nursing.
- ⑩ Students are eligible for this requirement when the ethics core and Written English Requirement 1 & 2 are complete, when they have no more than 6 credits in bachelor's-level general education still needed, and when all other bachelor's-level nursing requirements are complete.
- ⑪ Students must hold an active and unencumbered RN license to take this course.

- ▶ Submit written verification of employment in a direct patient care setting. Applicants will acknowledge that they are applying to a program that is designed for individuals with current, nursing-related health care experience, AND
- ▶ Earn the minimum required score, as established by the School of Nursing, on the Test of Essential Academic Skills (TEAS), no more than one year prior to application date.
- ▶ Sign the admission acknowledgment form.

Further details on the admission criteria above are available from the Excelsior University Admissions Office and on the University website.

LPN/RN Licensure Requirement

Students are required to maintain an active and unencumbered LPN license until they have completed the associate degree program requirements. Students must attain and maintain an active unencumbered RN license to continue with the nursing courses in the Bachelor of Science portion of the program. Excelsior uses the Nursys e-Notify service as our database management system. Students must provide the University with the following information for submission to Nursys e-Notify:

- ▶ LPN/RN license number
- ▶ State of licensure
- ▶ Last four digits of SSN
- ▶ Year of birth

Students whose license becomes inactive or encumbered during the program will not be permitted to register for a nursing course until the license is reactivated and unencumbered.

Time Limit

The LPN to BS in Nursing program is designed to be completed with full-time or part-time study. Students can complete the degree at their own pace; however, students are required to complete all degree requirements within a six-year period. This time limit is cumulative if enrollment is not continuous.

Students who do not complete the program within this time frame may be subject to dismissal. If a student withdraws from the School of Nursing and re-enrolls at a later date, a five-year time limit on nursing credits will be in effect. Nursing requirements completed prior to 2020 will not be acceptable regardless of time limit.

NUR 104 and NUR 105 requirements must be completed via online course Summer 2020 or after. Previously completed Excelsior University nursing Examinations and Nursing Theory Conference Exams will not apply regardless of completion date.

Minimum Academic Average

Grades of D are not acceptable in transfer to meet program requirements. Grades of D and F earned in any Excelsior University general education course or examination will be listed on the academic record and official transcript and will be calculated in the GPA.

In order to graduate, students must have a cumulative average of C (2.0) or better. Although grades of D for Excelsior University courses may be accepted for credit in the general education component (except where otherwise specified), students must have a 2.0 (C average) to graduate from the LPN to BS in Nursing program.

Students are required to earn a passing grade on a failed nursing course before being permitted to register for other nursing courses.

Undergraduate nursing students must maintain a nursing GPA of at least a 2.0 for satisfactory academic progression in the program. Students with a nursing GPA below 2.0 will be academically dismissed from the program.

Policy on Repeating Nursing Online Courses

Students may take each nursing course a maximum of two times. Failure on the second attempt will lead to dismissal from the nursing program for at least five years. Repeating any Excelsior University requirement will require students to pay the tuition and/or fees that are associated with that requirement.

Students in the Associate Degree in Nursing program or the AAS component of the LPN to Bachelor of Science in Nursing program will be permitted only one opportunity for success in Phase III nursing courses (NUR 250, NUR 275 and NUR 290). Students who are not successful in those courses on their first attempt will be academically dismissed from the program.

LPN to BS in Nursing Requirements

The LPN to BS in Nursing program requires the completion of 121 credits: 61 general education credits and 60 nursing credits.

Students are subject to the degree requirements in effect when their academic policy date is set or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

General Education Component (61 credits)

See [page 5](#) in the undergraduate section of this catalog for detailed information about undergraduate general education requirements.

Nursing Component (60 credits)

The nursing component of the LPN to BS in Nursing program includes associate degree-level requirements and bachelor's-level requirements. Prerequisites for all nursing courses are listed in the General Education section. The policy for waiver of associate degree requirements is listed on [page 37](#), and the policy for the waiver of bachelor's requirements is listed on [page 49](#) in this catalog. Students may register for NUR 301 and/or NUR 338 following completion of Phase III. Students must consult with their academic advisors.

Associate Degree Requirements

(See the associate degree program section on [page 24](#) for descriptions of the following requirements.) Credits from external degree-level nursing courses are not applicable to the associate degree in nursing programs.

- ▶ NUR 101 Introduction to Professional Nursing
- ▶ NUR 104 Essentials of Nursing Care: Health Safety

- ▶ NUR 105 Essentials of Nursing Care: Health Differences
- ▶ NUR 109 Foundations of Nursing Practice
- ▶ NUR 209 Reproductive Health
- ▶ NUR 211 Health Differences Across the Life Span 1
- ▶ NUR 212 Health Differences Across the Life Span 2
- ▶ NUR 213 Health Differences Across the Life Span 3
- ▶ NUR 250 Clinical Nursing Practicum: Care of Patients Across the Life Span
- ▶ NUR 275 Clinical Competencies for Contemporary Nursing Practice
- ▶ NUR 290 Nursing Capstone: Advanced Clinical Practicum

NUR 101 Introduction to Professional Nursing

2 credits

Prerequisites: Written English, Life Span

Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, NUR 104 Essentials of Nursing Care: Health Safety, NUR 105 Essentials of Nursing Care: Health Differences, College-level Math.

This introductory course focuses on the competencies and core values inherent in the role of the Registered Professional Nurse. Collaboration with interprofessional healthcare team members is presented. Assignment, delegation, and supervision responsibilities of the Registered Professional Nurse, as well as legal influences, ethics, and scope of practice are explored.

Delivery: Online course delivered over 8 weeks.

Bachelor's Requirements

(See the bachelor's degree program section for descriptions of the following requirements.)

- ▶ NUR 301 Bridge for Professional Socialization
- ▶ NUR 338 Introduction to Informatics for Nurses
- ▶ NUR 342 Holistic Health Care Across the Life Span
- ▶ NUR 356 Leadership and Management in Nursing
- ▶ NUR 430 Research in Nursing

continued on next page

- ▶ NUR 446 Teaching and Learning in a Diverse Society
- ▶ NUR 448 Community Health Nursing: Caring for the Public's Health
- ▶ NUR 462 Nursing Capstone

NUR 301 Bridge for Professional Socialization 2 credits

Prerequisites: Completion of the Associate in Applied Science in nursing degree program. Students are required to maintain an active, unencumbered LPN license until the RN license is attained, at which time an active, unencumbered RN license must be maintained.

This course expands on the content of NUR 101 and focuses on the student transitioning to the role of a baccalaureate-prepared nurse. Professional nursing concepts are expanded on, and the pivotal role nurses play in health care is emphasized. Building on previous knowledge and experience, students participate in intellectual dialogue on the role of the nurse in a diverse society and examine how their own professional development can affect policy changes within the profession and in health care. Promoting critical analysis through a person-centered care experience will transform and create new ways of approaching professional practice.

Delivery: Online course delivered over 8 weeks.

Practice Experience

In the associate degree component, students participate in asynchronous and synchronous online laboratory experiences that occur for 1–2 hours, on a weekly basis throughout the term. Students are scheduled and required to be present for the synchronous laboratories during daytime, weekday hours. Students must have a desktop or laptop computer with a webcam and audio capability for the laboratory experiences.

Credits from external degree-level nursing courses are not applicable to the bachelor of science in nursing degree programs.

Clinical courses require students travel to clinical sites for multiday experiences in NUR 250 and NUR 290.

Students are responsible for travel and associated expenses to the clinical site. Students must comply with clinical facility requirements for a health status report, immunizations, criminal background checks, and certification in basic life support. These are subject to change based on facility annual requirements. Students who are unable to comply with these requirements cannot be guaranteed registration into clinical courses. Clinical experiences cannot be waived.

In the bachelor's degree, the focus of practice experiences is very different than the "clinical" experiences of pre-licensure programs. As a baccalaureate nurse, the focus shifts away from individual patient care to community as client, population-based health, and the role of the RN in influencing health care delivery.

The faculty define practice experiences as opportunities for students to provide nursing care in a variety of practice learning environments that support end-of-program student learning outcomes and adult learning needs.

Practice experiences are interactive, individualized, experiential learning experiences that provide and/or influence health care.

There are various practice experience hours dispersed over five courses in the RN to BS Nursing program: NUR 342 **Holistic Health Assessment Across the Life Span**, NUR 446 **Teaching and Learning in a Diverse Society**, NUR 448 **Community Health Nursing, Caring for the Public's Health**, NUR 356 **Leadership and Management in Nursing**, and NUR 462 **Nursing Capstone**.

Examples of practice experiences include virtual clinical simulation in physical assessment, educating staff on new evidence-based procedures, participating in administrative decisions about health care practices in an interprofessional team, and advocating for vulnerable populations by writing a letter to a legislator.

The course instructor provides regular feedback throughout the practice experience. Successful completion of the practice experience is required to pass the nursing course.

Graduate Degree Programs in Nursing



Beliefs About Master's Degree Practice

The faculty believes that master's-prepared nurses in the fields of nursing leadership and administration, nursing informatics, and nursing education use knowledge from nursing and other professions to influence health policy, research, and professional practice in a variety of academic and service settings. They become leaders in creating collaborative environments that advance and promote professional practice. A master's-prepared nurse will have the skills to implement safe quality care in a variety of settings and roles that influence health care outcomes for individuals, populations, or systems.

The mission of the Master's Degree in Nursing Program is to provide an accessible avenue for career advancement for professional nurses. Through degree programs in informatics, education, and leadership, the faculty strive to enhance specialty nursing practice, empowering the next generation of nurses with the competencies to transform global health.

The program framework is based on the curricular elements and expected outcomes identified by the National League for Nursing in its Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing (NLN, 2010). The program builds upon and extends students' existing knowledge and competencies gained from professional experiences and prior coursework. It emphasizes, as stated in the NLN's Outcomes and Competencies document, that "Master's-prepared nurses are expected to serve as leaders, members of interprofessional teams, and scholars who advance the profession, particularly in their chosen areas of specialization" (NLN, 2010, p. 40). A foundation of core courses prepares students with a theoretical base prior to study in their specific degree program. Content and concepts such as leadership and organizational skills, quality improvement, patient safety, health policy, global perspectives, communication, advocacy, interprofessional practice, and innovative technologies expand students' knowledge base and enrich their skills.

Purpose of the Graduate Programs in Nursing

The purpose of the master's in nursing programs is to prepare registered nurses for successful careers in a variety of academic and service settings as leaders and administrators in health care systems, nursing informatics specialists, and nurse educators. The programs educate students for advanced professional roles by creating an academic environment that fosters scholarship, critical thinking, and creativity. Using an instructional model through online courses and practice experiences and a rigorous, challenging curriculum, the programs provide a flexible means for registered nurses, including those from diverse and underserved populations, to obtain a master's degree. The programs emphasize pursuit of lifelong learning and professional development and serve as a strong foundation for doctoral study.

Distance education is as challenging as face-to-face instruction, if not more so. The nursing component of the degree programs requires outstanding critical thinking skills and nursing judgment, along with a commitment to academic rigor.

Program Requirements

Students are required to maintain an active, unencumbered RN license. The University utilizes the Nursys e-Notify service as our database management system. Students must provide the University with the following information for submission to Nursys e-Notify:

- ▶ RN license number
- ▶ State of licensure
- ▶ Last four digits of your SSN
- ▶ Year of birth

Students whose license becomes inactive or encumbered during the program will not be permitted to register for a nursing course until the license is reactivated and unencumbered.

End-of-Program Student Learning Outcomes

1. Function as a leader and change agent to promote holistic patient-centered care and population health.
2. Translate evidence to develop health care practices in a culturally and ethnically diverse global society.
3. Synthesize theoretical and empirical knowledge from nursing and other disciplines that are essential for nursing judgment and practice.
4. Integrate specialty practice knowledge to enhance interprofessional collaboration, inform decisions, and improve outcomes.
5. Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's-prepared nurse.
6. Implement the role of master's-prepared nurse as part of the interprofessional team.
7. Integrate scholarship, a spirit of inquiry, and innovation to support nursing excellence.
8. Apply effective written communication methods to resolve complex problems and organizational issues.

Practice Experience

The faculty define practice experiences as opportunities for students to provide nursing care in a variety of practice learning environments that support end of program student learning outcomes and adult learning needs. Practice experiences are interactive, individualized, experiential learning experiences that provide and/or influence health care.

The faculty believe that practice experiences for master's-level nursing students provide opportunities to: act as change agents to improve health care outcomes; create, collaborate, and lead interprofessional teams; develop and test innovative solutions to clinical

problems; translate evidence into nursing practice; design evidenced-based teaching learning, experiences; and appreciate the need for lifelong learning. The practice experiences in the three MS nursing programs (MS in Informatics, MS in Nursing Leadership and Administration of Health Care Systems, and MS in Nursing Education) are designed to assist the student in developing expertise in their chosen specialty.

During the practice experience, students work with a mentor in the MS Capstone course in each degree program (Nursing Leadership and Administration of Health Care Systems, Nursing Education, and Nursing Informatics). Additionally, students in the MS in Nursing Education program complete practice experience hours in Virtual Clinical Simulations in **NUR 506 Advanced Pharmacology** and **NUR 507 Advanced Physical Assessment**.

The course instructor provides regular feedback throughout the practice experience. Successful completion of the practice experience is required to pass the nursing courses.

The agency where students complete their Capstone practice experience may require facility-specific documentation and/or an affiliation agreement. Students must comply with all agency requirements and are responsible for any costs associated with additional documentation and/or an affiliation agreement.

Policies Specific to the Master of Science in Nursing

The Excelsior University [student policy pages](#) are your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

Policies and procedures that apply specifically to the master's programs in nursing are listed on the following pages. File your Handbook with your other important academic papers and this program catalog for easy reference.

Admission

Admission to the Master of Science in nursing programs is open to applicants who meet the following criteria:

- ▶ hold an active and unencumbered RN license in the U.S., and
- ▶ have earned a baccalaureate degree in nursing from a regionally accredited college or university (or the foreign equivalent), or from a college or university whose baccalaureate degree program in nursing was approved by ACEN, CCNE, or CNEA at the time of attendance.
- ▶ All nursing transcripts from foreign institutions must be evaluated by the Commission on Graduates of Foreign Nursing Schools (CGFNS) to determine bachelor's degree in nursing equivalency.

International Student Admission Requirements

For the master's programs, in addition to official transcripts, nursing candidates must demonstrate that they have an equivalent U.S. Registered Nurse (RN) licensure. To be eligible for admission, the applicant must be a graduate from an approved school of nursing in their country of education and hold a current, unencumbered nursing license (if licensed in multiple jurisdictions and/or countries, all licenses must be unencumbered). All nursing school transcripts and all licenses will be validated by primary source verification.

Detailed application information and instructions can be found in our application for admission.

English Language Proficiency Requirement

International candidates from non-English-speaking countries must show evidence of sufficient English language proficiency through one of the following options:

1. Submission of TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) taken within the last two years.
2. Successful completion of Excelsior course **ENG 101 English Composition**.
3. Submission of evidence of the successful completion of at least 9 credit hours of academic work in courses delivered in English at an institution of higher education in the United States.

Repeating Courses

Graduate students may repeat an Excelsior University course twice, for a maximum of three attempts. Failure on the third attempt will lead to dismissal from the School of Nursing.

Grades Awarded

Graduate students are required to have a 3.0 grade point average to graduate from the programs. Students receiving a passing grade who wish to raise their grade are allowed to do so. A final course grade of D or lower does not meet degree requirements. All grades for repeated courses will be listed on the My Academic Plan document and transcript. The original course grade will be flagged with a symbol designating it as a repeated course. The highest grade will be calculated into the GPA.

Time Limit

The Master of Science in nursing programs are designed to be completed with full-time or part-time study. Students can complete the degree at their own pace, however, students in the MS in nursing programs are required to complete all degree requirements within a six-year period. This time limit is cumulative if enrollment is not continuous. **Those who do not complete the program within this time may be subject to dismissal.** If a student withdraws from the School of Nursing and re-enrolls at a later date, a five-year age limit on nursing credits will be in effect.

Technical Standards for MS Programs

Technical standards are the required and essential abilities that an individual in the MS programs must effectively demonstrate in selected courses as an Excelsior University nursing degree student.

The components of the MS programs test a student's application of the nursing process and technical components for nursing practice. In addition, students must possess sufficient intellectual abilities and emotional health required for safe and effective practice. Therefore, the nursing student must possess sufficient skills for the following:

- ▶ Perform a physical examination on another person, including the skills of: observation/inspection, palpation, auscultation, and percussion.
- ▶ See, hear, smell, touch, and detect subtle changes in color.
- ▶ Perform parts of a physical examination in an online simulation experience, including sufficient hearing, and vision and manual dexterity for an online experience.
- ▶ Navigate in a community setting. The practice experience requires the student to travel within the community, and interact with clients and staff in

a community agency. Must be able to provide own means of transportation, if needed.

- ▶ Communicate (verbally and in writing) with English-speaking clients and/or family members/significant others as well as members of the health care team, including nurses, physicians, support staff, and faculty.
- ▶ Read and understand documents written in English.
- ▶ Solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- ▶ Demonstrate good judgment, use of intellectual abilities, and development of effective relationships with clients and other health care professionals.

Transfer Credit

Credits from external degree-level nursing courses are not applicable to the Master of Science in nursing degree programs.

Master of Science in
**NURSING LEADERSHIP AND
 ADMINISTRATION OF HEALTH CARE SYSTEMS**

38
 CREDITS

PHASE I	CREDIT HOURS
▶ Graduate Nursing Core	
NUR 502 Theoretical Foundations of Nursing Practice	3
NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship	3
NUR 508 Research and Evidence-Based Practice	4
NUR 533 Policy, Ethics, and Population Health	4
▶ Cognate Courses	
PBH 604 Epidemiology	3
Graduate Elective	3
TOTAL PHASE I CREDITS	20
PHASE II: NURSING LEADERSHIP AND ADMINISTRATION COMPONENT	CREDIT HOURS
NUR 515 Management Information for Decision Support	3
NUR 615 Management of Clinical Systems	3
NUR 625 Management of Fiscal and Operational Systems	3
NUR 635 Leadership in Organizational Systems	3
TOTAL CREDITS FOR PHASE II	12
PHASE III	CREDIT HOURS
NUR 646 The Nursing Leadership and Administration Capstone	6
TOTAL CREDITS FOR PHASE III	6
TOTAL DEGREE CREDITS REQUIRED	38

Program Description

The Master of Science in Nursing Leadership and Administration of Health Care Systems empowers nurse leaders to exemplify the profession of nursing through self-awareness, accountability, communication, and decision-making. Graduates will promote the health of people and communities through strategic planning, fiscal responsibility, systems thinking, and project management.

The Master of Science in Nursing Leadership and Administration of Health Care Systems consists of 38 required credits. The curriculum is organized into three phases: the graduate nursing core and cognate courses, the nursing leadership courses, and the Capstone course. Students are introduced to the master's curriculum by taking courses within the nursing core and cognate component.

The graduate nursing core contains content that is foundational to the development of specialty knowledge. Courses within the core cover content areas such as health care economics, role of theory in practice, policy development and implementation, research process, and human diversity. The graduate nursing core consists of four courses: **Theoretical Foundations of Nursing Practice, Transformational Nursing: Innovation, Inquiry, and Scholarship, Research and Evidence-Based Practice, and Policy, Ethics, and Population Health.** Students successfully complete all the nursing core courses prior to beginning the nursing leadership courses.

The Nursing Leadership and Administration of Health Care Systems component of the curriculum focuses specifically on the knowledge and skills required to implement a leadership role in clinical systems. Content covering areas such as finance, workforce management, leadership role, organizational culture and change, and strategic initiatives are included in the four courses that make up the nursing leadership management component. This component consists of the following courses: **Management of Clinical Systems, Management of Fiscal and Operational Systems, Leadership of Organizational Systems, and Management Information for Decision Support.**

The 6-credit Capstone course begins after the successful completion of Phase I and II courses. The Capstone course has three components: an administrative project, an online course, and a project presentation. This experience focuses on knowledge synthesis and role development. At the completion of this curriculum, students are prepared to function in the role of leader or manager across organizational systems.

Requirements for Nursing Leadership and Administration of Health Care Systems

PHASE I

Graduate Nursing Core (14 credits)

NUR 502 Theoretical Foundations of Nursing Practice 3 credits

Prerequisite: Active and unencumbered RN license.

This course focuses on the theoretical foundations of nursing practice through the exploration of nursing theories, organizational change models, and learning theories. The application of theories relevant to nursing

practice will be emphasized. The examination of multiple theories and their implications on nursing knowledge development and practice will serve as a foundation for future graduate courses.

Delivery: Online course delivered over 8 weeks.

NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship 3 credits

Prerequisite: NUR 502 Theoretical Foundations of Nursing Practice. Active and unencumbered RN license.

This course explores historical knowledge development through the examination of nursing as an art and a science. The science of nursing will be examined through the fundamental patterns of knowing and the science of knowing.

The master's-prepared nurse will develop the ability to apply ethical and moral reasoning, evidence-based competencies, and leadership strategies to promote innovation and to transform nursing practice. Students will use the spirit of inquiry, combined with personal creativity, and the translation of evidence to enhance interprofessional collaboration.

Delivery: Online course delivered over 8 weeks.

NUR 508 Research and Evidence-Based Practice 4 credits

Prerequisites: Active and unencumbered RN license. Undergraduate research and statistics are highly recommended. Statistics is a pre-/corequisite for students in the RN to MS program.

This course focuses on the development of the master's prepared nurse as a role model for the translation and generation of evidence in nursing practice. The goals of research, evidence-based practice, and quality improvement will be highlighted and the principles of each will be applied to the nursing setting. Students will examine personal practice in relation to policy, research from nursing and related fields, and research design to provide a comprehensive approach to care. The integration of theory, evidence, cultural considerations, ethics, technological aspects of scholarly inquiry, and clinical judgement when implementing changes will be emphasized. The student will cultivate leadership skills that will prepare them to collaborate in inter-professional teams that initiate, implement, and evaluate innovative practice changes.

Delivery: Online course delivered over 15 weeks.

NUR 533 Policy, Ethics, and Population Health 4 credits

Prerequisite: Active and unencumbered RN license.

This course examines public policy, political ideology, and ethics as they shape health policy across populations. Political ideology, social and health policy are considered within the lens of population based health and reducing health disparities. The role of the master's-prepared nurse lead and advocate within the public policy arena is explored and discussed. Contemporary issues in health policy viewed from the perspective of ethics and the social and material determinants of health are considered. A primary focus of the course is consideration and development of the knowledge and skills that the master's prepared nurse needs to be a change agent in health policy.

Delivery: Online course delivered over 8 weeks.

Cognate courses (6 credits)

PBH 604 Epidemiology 3 credits

Prerequisite: None.

The science of Epidemiology is essential in planning disease prevention interventions, developing an understanding of disease etiology, identifying trends in morbidity and mortality, and providing a basis for the development of public health policy. This course will serve as an introduction to the core concepts and methods of epidemiology. Students will explore factors related to the etiology and distribution of illness in populations including exposure, transmission, and prevention. Methodologies used in surveillance techniques will also be introduced and explored.

Delivery: Online course delivered over 8 weeks.

Graduate Elective 3 credits

Prerequisite: None.

In order to meet the required number of program credits, 3 graduate-level elective credits must be taken. These may be completed within the graduate program or transferred from other graduate programs if they are deemed eligible for credit in the Master of Science in nursing program. Advisor approval is required when choosing an elective course.

PHASE II**Nursing Leadership and Administration of Health Care Systems Component (12 credits)**

The leadership and administration component consists of four online courses totaling 12 credits. The courses that make up this component require synthesis of knowledge and application from the nursing core courses. Therefore students should complete all of the Phase I courses before beginning the leadership and administration (Phase II) courses.

NUR 615 Management of Clinical Systems 3 credits

Prerequisites: Prerequisite(s): All Phase I graduate nursing core courses. Active and unencumbered RN license.

In this course, students explore the theoretical basis and empirical evidence supporting the concepts of leadership, communication, interprofessional collaboration, and systems thinking as each related to the management of clinical systems. The focus of this course is on the analysis of healthcare systems and on the creation of a continuous improvement plan that will promote high-quality, safe, effective, and person-centered healthcare.

Delivery: Online course delivered over 8 weeks.

NUR 625 Management of Fiscal and Operational Systems 3 credits

Prerequisites: Active and unencumbered RN license, all Phase I courses.

The focus of Management of Fiscal and Operational Systems is to provide a foundation in the financial aspect and business strategies of health care in order to maximize organizational performance. Learners acquire knowledge and skills in developing and analyzing budgets, assessing/accessing variances, judging benchmarking, regulatory requirements, interprofessional collaboration, and forecasting future assets and revenues. This course encompasses the analysis of the environment that challenges health care organizations to maintain safe, quality patient care while shifting to meet regulatory and external requirements. The role of the masters prepared nurse, Nurse Manager, and Chief Nursing Officer in interprofessional financial planning for quality, safety, and financial stability will be addressed.

Delivery: Online course delivered over 8 weeks.

NUR 635 Leadership in Organizational Systems 3 credits

Prerequisites: Active and unencumbered RN license, all Phase I courses.

This course focuses on the critical examination of leadership styles, principles, theories, strategies, attributes, and competencies needed by masters prepared nurses to thrive as leaders in dynamic health care systems. Emphasizing measures to promote communication, critical thinking, and team collaboration are addressed to encourage engagement, lead, and transform healthcare systems. The role of the nurse is examined as an influential and transformational leader within the healthcare delivery system through the application of these leadership principles and theories. Learners are challenged to employ/engage in the spirit of inquiry, support scholarship, transform care, and find innovative quality improvement solutions to issues facing health care systems now and in the future.

Delivery: Online course delivered over 8 weeks.

NUR 515 Management Information for Decision Support 3 credits

Prerequisites: Prerequisite(s): All Phase I graduate nursing core courses. Active and unencumbered RN (Registered Nurse) license.

This course provides an overview of clinical decision support focusing on the identification, acquisition, analysis, interpretation and application of data, databases, and decision-making strategies which influence health care decisions for improved health care. The course delves into knowledge management and artificial intelligence and its impact on clinical decision making and patient safety. An emphasis will be placed on organizational analysis to determine the best decision support system for implementation based on the needs of the clinicians or organization.

Delivery: Online course delivered over 8 weeks.

PHASE III

Capstone course (6 credits)

NUR 646 The Nursing Leadership and Administration Capstone 6 credits

3 credits allotted to didactic/coursework, and 3 credits to practice experience. Prerequisites: Completion of all Phase I and Phase II courses. Active and unencumbered RN license.

The graduate nursing capstone is a culminating experience designed to provide learners with an opportunity to apply knowledge and skills acquired throughout the program of study focusing on the competencies of the graduate level nurse. This 6-credit course consists of several integrated components: discussion, reflective journal, scholarly paper, 135 practice experience hours, and project presentation. Assessment of the learner's attainment

of program competencies is built into these components. No additional hours will be awarded beyond the 135 hours. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

Practice Experience: 135 hours of practice experience for an independent project reviewed and approved by instructional faculty. Students will work with their approved mentor to design a leadership project, plan its implementation in detail, implement the project, and prepare a comprehensive evaluation plan for the project. Students use a qualified individual who volunteers to serve as their mentor[Ⓞ] for their project. Participation of the mentor is subject to approval by the capstone faculty.

This requirement must be completed through Excelsior University.

Delivery: Online course delivered over 15 weeks.

Ⓞ Individual with master's degree or higher who has expertise within the designated specialization and agrees to voluntarily serve as a resource for the student. ACEN definition of practice experience: Direct practice experience is related to interaction with the interprofessional team, appropriate to achieve the end-of-program student learning outcomes, program outcomes, and/or role-specific professional competencies, and are overseen by a qualified mentor and course faculty who provide feedback to students in support of their learning. Practice learning experiences are required for all nursing students in the graduate program.

Page intentionally blank for layout purposes

Master of Science in NURSING EDUCATION

38
CREDITS

PHASE I	CREDIT HOURS
▶ Graduate Nursing Core	
NUR 502 Theoretical Foundations of Nursing Practice	3
NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship	3
NUR 508 Research and Evidence-Based Practice	4
NUR 533 Policy, Ethics, and Population Health	4
TOTAL PHASE I CREDITS	14
PHASE II: NURSING EDUCATION COMPONENT	CREDIT HOURS
NUR 505 Advanced Pathophysiology	3
NUR 506 Advanced Pharmacology	3
NUR 507 Advanced Physical Assessment	3
NUR 653 Designing a Learning Environment	3
NUR 661 Program and Curriculum Development in Nursing Education	3
NUR 662 Assessment and Evaluation in Nursing Education	3
TOTAL CREDITS FOR PHASE II	18
PHASE III	CREDIT HOURS
NUR 676 The Nursing Education Capstone	6
TOTAL CREDITS FOR PHASE III	6
TOTAL DEGREE CREDITS REQUIRED	38

Program Description

The Master of Science in Nursing Education empowers nurse-educators to become leaders in designing and implementing innovative curricula, evaluation strategies, and educational technologies. Graduates will be prepared to create student-centered learning environments that promote population-based health in diverse settings.

The Master of Science in Nursing Education consists of 38 required credits. The curriculum is organized into three phases: the graduate nursing core, the nursing education courses, and the Capstone.

The nursing core contains content that is foundational to the development of specialty knowledge. Courses within the core cover content areas such as health care economics, role of theory in practice, policy development and implementation, research process, and human diversity. The nursing core consists of four courses: **Transformational Nursing: Innovation, Inquiry, and Scholarship; Theoretical Foundations of Nursing Practice; Research and Evidence-Based Practice; and Policy, Ethics, and Population Health.**

The Nursing Education component of the curriculum focuses on the knowledge and skills required to implement the role of nurse educator in an academic or service setting. Content covering learning theories, teaching strategies, curriculum development, evaluation of learning outcomes, and utilization of technologies to support teaching are included in the Phase II nursing education courses. This component consists of the following courses: **Designing a Learning Environment; Program and Curriculum Development in Nursing Education; and Assessment and Evaluation in Nursing Education.** In addition, students receive preparation in graduate-level clinical content including courses in advanced physical assessment, pathophysiology, and pharmacology.

The 6-credit Capstone course begins after the successful completion of Phases I and II. It includes an educational project, an online course, and a project presentation. This experience focuses on knowledge synthesis and role development. At the completion of this curriculum, students are prepared to function in the role of nurse educator in a variety of educational settings.

Requirements for Nursing Education

PHASE I

Graduate Nursing Core (14 credits)

NUR 502 Theoretical Foundations of Nursing Practice 3 credits

Prerequisite: Active and unencumbered RN license.

This course focuses on the theoretical foundations of nursing practice through the exploration of nursing theories, organizational change models, and learning theories. The application of theories relevant to nursing practice will be emphasized. The examination of multiple theories and their implications on nursing knowledge development and practice will serve as a foundation for future graduate courses.

Delivery: Online course delivered over 8 weeks.

NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship 3 credits

Prerequisite: NUR 502 Theoretical Foundations of Nursing Practice. Active and unencumbered RN license.

This course explores historical knowledge development through the examination of nursing as an art and a science. The science of nursing will be examined through the fundamental patterns of knowing and the science of knowing. The master's-prepared nurse will develop the ability to apply ethical and moral reasoning, evidence-based competencies, and leadership strategies to promote innovation and to transform nursing practice. Students will use the spirit of inquiry, combined with personal creativity, and the translation of evidence to enhance interprofessional collaboration.

Delivery: Online course delivered over 8 weeks.

NUR 508 Research and Evidence-Based Practice 4 credits

Prerequisites: Active and unencumbered RN license. Undergraduate research and statistics are highly recommended. Statistics is a pre-/corequisite for students in the RN to MS program.

This course focuses on the development of the master's prepared nurse as a role model for the translation and generation of evidence in nursing practice. The goals of research, evidence-based practice, and quality improvement will be highlighted and the principles of each will be applied to the nursing setting. Students will examine personal practice in relation to policy, research from nursing and related fields, and research design to provide a comprehensive approach to care. The integration of theory, evidence, cultural considerations, ethics, technological aspects of scholarly inquiry, and clinical judgement when implementing changes will be emphasized. The student will cultivate leadership skills that will prepare them to collaborate in inter-professional teams that initiate, implement, and evaluate innovative practice changes.

Delivery: Online course delivered over 15 weeks.

NUR 533 Policy, Ethics, and Population Health 4 credits

Prerequisite: Active and unencumbered RN license.

This course examines public policy, political ideology, and ethics as they shape health policy across populations. Political ideology, social and health policy are considered within the lens of population based health and reducing health disparities. The role of the master's-prepared nurse is to lead and advocate within the public policy arena is explored and discussed. Contemporary issues in health policy viewed from the perspective of ethics and the social and material determinants of health are considered. A primary focus of the course is consideration and development of the knowledge and skills that the master's prepared nurse needs to be a change agent in health policy.

Delivery: Online course delivered over 8 weeks.

PHASE II

Nursing Education Component (18 credits)

NUR 505 Advanced Pathophysiology 3 credits

Prerequisite: All Phase I courses and an active and unencumbered RN license.

This course is an in-depth study of the pathophysiologic basis of disease as it affects individuals across the life cycle. Emphasis will be placed upon endogenous and exogenous factors which contribute to altered functional balance at the cellular, tissue, organ, and system levels. National and global health disparities caused by genetic, developmental, and environmental factors will be discussed. Assessment findings, diagnostic testing and interventions specific to selected health problems are explored to begin development of critical thinking skills for pathophysiologic causes and treatments of given disease processes. This course includes 4 hours of practice experience through digital virtual concept lab activities simulating a real lab via Shadow Health.

Delivery: Online course delivered over 8 weeks.

NUR 506 Advanced Pharmacology 3 credits

Prerequisite: None.

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan. This course will provide the foundation for safe, effective drug therapy and the role of the nurse in health promotion, disease prevention, and management. Emphasis will be placed on the fundamentals of pharmacokinetics and pharmacodynamics as they relate to practice experience. This course includes 9 hours of practice experience through digital virtual patient activities simulating a real patient via Shadow Health.

Delivery: Online course delivered over 8 weeks.

NUR 507 Advanced Physical Assessment 3 credits

Prerequisite: Active and unencumbered RN license.

This course focuses on the advanced comprehensive assessment of individuals. It builds on the students' knowledge and skills and provides a foundation for the advanced practice nurse to evaluate the health of individuals and provide health promotion interventions. The interactions of developmental, biopsychosocial, and socio-cultural contexts resulting in health effects for individuals provide the structure of the course. Students obtain the practice skills necessary for advanced communication (i.e., clinical interviewing, focused history taking), biopsychosocial and physical assessment, critical diagnostic reasoning, differential diagnosis, and clinical decision-making through course readings, dialog, discussions, videos, simulations, and practical examinations. This course includes 45 hours of practice experience hours using virtual clinical simulation.

Delivery: Online course delivered over 15 weeks.

NUR 653 Designing a Learning Environment 3 credits

Prerequisites: Active and unencumbered RN license, all Phase I courses.

This course focuses on the creation of teaching-learning environments and the integration of the role of faculty/educator, uniqueness of the learner, the setting and context within which the learning occurs, the teaching-learning strategies used to achieve learning outcomes, and evaluation of the effectiveness of this process.

Formerly NUR 650 Designing a Student Learning Environment.

Delivery: Online course delivered over 8 weeks.

NUR 661 Program and Curriculum Development in Nursing Education 3 credits

Prerequisites: Active and unencumbered RN license, all Phase I courses.

This course focuses on curriculum and syllabus/program development, including theoretical frameworks and design, philosophical foundations, and selection of learning experiences to achieve outcomes.

Delivery: Online course delivered over 8 weeks.

NUR 662 Assessment and Evaluation in Nursing Education 3 credits

Prerequisite: Active and unencumbered RN license, all Phase I courses.

This course provides students the opportunity to learn evaluation concepts, including measurement and testing in nursing education at the didactic, clinical, and programmatic levels. Quality improvements, as well as legal and ethical considerations are explored. Current issues, trends and research related to educational testing instruments, alternative to standardized evaluation methods, and outcome measurement in education will be discussed. Students will explore a variety of strategies to evaluate and assess learning in the cognitive, psychomotor, and affective domains and will learn to develop and use tests and performance evaluation strategies for use in various educational settings.

Delivery: Online course delivered over 8 weeks.

PHASE III**Nursing Education Capstone (6 credits)**

NUR 676 The Nursing Education Capstone 6 credits

3 credits allotted to didactic/coursework and 3 credits to practice experience.

Prerequisites: Active and unencumbered RN license, all Phase I and Phase II courses.

The graduate nursing capstone is a culminating experience designed to provide learners with an opportunity to apply knowledge and skills acquired throughout the program of study focusing on the competencies of the graduate level nurse. This 6-credit course consists of several integrated components: discussion, reflective journal, scholarly paper, 135 practice experience hours, and project presentation. Assessment of the learner's attainment of program competencies is built into these components. No additional hours will be awarded beyond the 135 hours. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

This requirement must be completed through Excelsior University.

Delivery: Online course delivered over 15 weeks.

Page intentionally blank for layout purposes

Master of Science in NURSING INFORMATICS

36
CREDITS

PHASE I	CREDIT HOURS
▶ Graduate Nursing Core	
NUR 502 Theoretical Foundations of Nursing Practice	3
NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship	3
NUR 508 Research and Evidence-Based Practice	4
NUR 533 Policy, Ethics, and Population Health	4
▶ Cognate Courses	
PBH 604 Epidemiology	3
Graduate Elective	3
TOTAL PHASE I CREDITS	20
PHASE II: NURSING INFORMATICS COMPONENT	CREDIT HOURS
NUR 515 Management Information for Decision Support	3
NUR 521 Data, Information and Knowledge	3
NUR 651 Systems Development in Healthcare	4
TOTAL CREDITS FOR PHASE II	10
PHASE III	CREDIT HOURS
NUR 686 The Nursing Informatics Capstone	6
TOTAL CREDITS FOR PHASE III	6
TOTAL DEGREE CREDITS REQUIRED	36

Program Description

The Master of Science in Nursing Informatics empowers nurse informaticists by promoting competencies of informatics, communication, and values and ethics in a high-quality, innovative distance-learning nursing education. Graduates will promote the health of people and communities and improve patient safety in the use of information technology, computer science, and nursing science.

The Master of Science in Nursing Informatics consists of 36 required credits. The curriculum is organized into three phases: the graduate nursing core and cognate courses, the nursing informatics courses, and the Nursing Informatics Capstone. The nursing core contains content that is foundational to the development of specialty knowledge. Courses within the core cover content areas such as health care economics, role of theory in practice, policy development and implementation, research process, and human diversity. The nursing core consists of four courses: **Theoretical Foundations of Nursing Practice; Transformational Nursing: Innovation, Inquiry, and Scholarship; Research and Evidence-Based Practice; and Policy, Ethics, and Population Health.**

The nursing informatics component of the curriculum focuses on the knowledge and skills required to implement the role of nurse informaticist in a variety of health care settings. Content covering how data and information can be used to create knowledge, concepts of database management in responding to a health care problem, assessment of information requirements of a system as it relates to client care and organizational operations, and selection and application of a decision-making model are included in the three courses that make up the nursing informatics specialty component. This component consists of the following courses: **Data, Information, and Knowledge; Systems Development in Healthcare; and Management Information for Decision Support.**

The 6-credit **Nursing Informatics Capstone** begins after the successful completion of Phases I and II. This course has three components: an informatics project management experience, an online course, and a project presentation. It is designed to provide students with the opportunity to apply knowledge and competencies required throughout the program of study to actual and simulated information technology situations in health care. At the completion of the curriculum, students are prepared to function in the role of nurse informaticist in a variety of health care settings.

Requirements for Nursing Informatics

PHASE I

Graduate Nursing Core (14 credits)

NUR 502 Theoretical Foundations of Nursing Practice 3 credits

Prerequisite: Active and unencumbered RN license.

This course focuses on the theoretical foundations of nursing practice through the exploration of nursing theories, organizational change models, and learning theories. The application of theories relevant to nursing

practice will be emphasized. The examination of multiple theories and their implications on nursing knowledge development and practice will serve as a foundation for future graduate courses.

Delivery: Online course delivered over 8 weeks.

NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship 3 credits

Prerequisite: NUR 502 Theoretical Foundations of Nursing Practice. Active and unencumbered RN license.

This course explores historical knowledge development through the examination of

nursing as an art and a science. The science of nursing will be examined through the fundamental patterns of knowing and the science of knowing. The master's-prepared nurse will develop the ability to apply ethical and moral reasoning, evidence-based competencies, and leadership strategies to promote innovation and to transform nursing practice. Students will use the spirit of inquiry, combined with personal creativity, and the translation of evidence to enhance interprofessional collaboration.

Delivery: Online course delivered over 8 weeks.

NUR 508 Research and Evidence-Based Practice 4 credits

Prerequisites: Active and unencumbered RN license. Undergraduate research and statistics are highly recommended. Statistics is a pre-/corequisite for students enrolled in the RN to MS program.

This course focuses on the development of the master's prepared nurse as a role model for the translation and generation of evidence in nursing practice. The goals of research, evidence-based practice, and quality improvement will be highlighted and the principles of each will be applied to the nursing setting. Students will examine personal practice in relation to policy, research from nursing and related fields, and research design to provide a comprehensive approach to care. The integration of theory, evidence, cultural considerations, ethics, technological aspects of scholarly inquiry, and clinical judgement when implementing changes will be emphasized. The student will cultivate leadership skills that will prepare them to collaborate in inter-professional teams that initiate, implement, and evaluate innovative practice changes.

Delivery: Online course delivered over 15 weeks.

NUR 533 Policy, Ethics, and Population Health 4 credits

Prerequisite: Active and unencumbered RN license.

This course examines public policy, political ideology, and ethics as they shape health policy across populations. Political ideology, social and health policy are considered within the lens of population based health and reducing health disparities. The role of the master's-prepared nurse is to lead and advocate within the public policy arena is explored and discussed. Contemporary issues in health policy viewed from the perspective of ethics and the social and material determinants of health are considered. A primary focus of the course is consideration and development of the knowledge and skills that the master's prepared nurse needs to be a change agent in health policy.

Delivery: Online course delivered over 8 weeks.

Cognate courses (6 credits)

PBH 604 Epidemiology 3 credits

Prerequisite: None.

The science of Epidemiology is essential in planning disease prevention interventions, developing an understanding of disease etiology, identifying trends in morbidity and mortality, and providing a basis for the development of public health policy. This course will serve as an introduction to the core concepts and methods of epidemiology. Students will explore factors related to the etiology and distribution of illness in populations including exposure, transmission, and prevention. Methodologies used in surveillance techniques will also be introduced and explored.

Delivery: Online course delivered over 8 weeks.

Graduate Elective 3 credits

Prerequisite: None.

In order to meet the required number of program credits, 3 graduate-level elective credits must be taken. These may be completed within the graduate program or transferred from other graduate programs if they are deemed eligible for credit in the Master of Science in nursing program. Advisor approval is required when choosing an elective.

PHASE II**Nursing Informatics Component (10 credits)**

The nursing informatics component consists of three online courses totaling 10 credits. The courses that make up this component require synthesis of knowledge and application from the nursing core courses. Therefore, students must complete all Phase I courses before beginning the nursing informatics courses.

NUR 521 Data, Information, and Knowledge 3 credits

Prerequisites: Active and unencumbered RN license.

This is a course offering graduate nursing students the opportunity to focus on concepts involved in the design of a database. Specifically, we'll examine the usage, management, and evaluation of data through the application of basic concepts of database design as well as knowledge of data representation, data sets, and data integrity. Through the use of databases, critical discernment and reasoning are applied in composing queries and reports to assess health-care problem prominence and identify solutions. Through course readings, incorporation of the ANA Nursing Informatics: Scope and Standards of Practice, discussion boards, and an individual project, students will build upon basic knowledge of data information, the data knowledge continuum, security of databases, and develop an understanding of large scale information system environments in order to understand risk, improve care delivery, and provide guidance in the integration of technology in nursing practice.

Delivery: Online course delivered over 8 weeks.

NUR 651 Systems Development in Healthcare 4 credits

Prerequisites: Active and unencumbered RN license, all Phase I courses.

This course focuses on a structured methodology that will be used to select, develop, and maintain a system. The methodology and approach are referred to as the System Development Life Cycle (SDLC). The content in this course corresponds to the four phases of the systems development life cycle, which are planning, analysis, design, and implementation. As a systems project moves through the life cycle, the systems analyst will be required to define the needs and requirements; determine the business needs; combine various models to provide a design framework; and, manage a project.

Delivery: Online course delivered over 15 weeks.

NUR 515 Management Information for Decision Support 3 credits

Prerequisites: Prerequisites: Prerequisite(s): All Phase I graduate nursing core courses. Active and unencumbered RN (Registered Nurse) license.

This course provides an overview of clinical decision support focusing on the identification, acquisition, analysis, interpretation and application of data, databases, and decision-making strategies which influence health care decisions for improved health care. The course delves into knowledge management and artificial intelligence and its impact on clinical decision making and patient safety. An emphasis will be placed on organizational analysis to determine the best decision support system for implementation based on the needs of the clinicians or organization.

Delivery: Online course delivered over 8 weeks.

PHASE III**Nursing Informatics Capstone (6 credits)**

NUR 686 The Nursing Informatics Capstone 6 credits

Prerequisites: Active and unencumbered RN license. Completion of all Phase I, Cognate, and Phase II courses.

The graduate nursing capstone is a culminating experience designed to provide learners with an opportunity to apply knowledge and skills acquired throughout the program of study focusing on the competencies of the graduate level nurse. This 6-credit course consists of several integrated components: discussion, reflective journal, scholarly paper, 135 practice experience hours, and project presentation. Assessment of the learner's attainment of program competencies is built into these components. No additional hours will be awarded beyond the 135 hours. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

This requirement must be completed through Excelsior University.

Delivery: Online course delivered over 15 weeks.

Page intentionally blank for layout purposes

RN to Master of Science in NURSING LEADERSHIP AND ADMINISTRATION OF HEALTH CARE SYSTEMS

**144
CREDITS**

BACHELOR'S-LEVEL GENERAL EDUCATION COMPONENT	CREDIT HOURS
▶ Cornerstone Requirement	3
▶ Information Literacy ^①	1
▶ Written English ^②	6
▶ Humanities	
Humanities	9
Ethics Core ^③	3
▶ Social Sciences	
Social Sciences/History	6
Psychology Core Requirement	3
Sociology Core Requirement	3
▶ Natural Sciences	
Human Anatomy and Physiology Core	4
Microbiology Core	3
Sciences Supportive of Nursing Core	2
Statistics Core ^④	3
Natural Sciences/Mathematics	3
▶ Arts & Sciences Electives	12
TOTAL CREDITS FOR GENERAL EDUCATION COMPONENT	61
PHASE I: BS/GRADUATE NURSING CORE	CREDIT HOURS
30 semester hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN [®] . All requirements below are online courses.	30
NUR 356 Leadership and Management in Nursing	4
NUR 448 Community Health Nursing: Caring for the Public's Health	4
NUR 502 Theoretical Foundations of Nursing Practice	3
NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship	3
NUR 507 Advanced Physical Assessment	3
NUR 508 Research and Evidence-Based Practice ^④	4
NUR 533 Policy, Ethics, and Population Health	4
NUR 462 Nursing Capstone ^{③⑤}	4
TOTAL PHASE I CREDITS	59
TOTAL DEGREE CREDITS REQUIRED FOR BACHELOR OF SCIENCE IN NURSING	120
COGNATE COURSES	CREDIT HOURS
PBH 604 Epidemiology	3
Graduate Elective	3
PHASE II	
NUR 515 Management Information for Decision Support	3
NUR 615 Management of Clinical Systems	3
NUR 625 Management of Fiscal and Operations Systems	3
NUR 635 Leadership in Organizational Systems	3
PHASE III	
NUR 646 The Nursing Leadership and Administration Capstone	6
TOTAL CREDITS MASTER'S COMPONENT	24
TOTAL DEGREE CREDITS REQUIRED	144

① This requirement must be completed within the first 13 Excelsior University credits attempted.

② The Written English Requirement is a prerequisite to all nursing courses. The first 3 credits in written English must be completed within the first 9 Excelsior credits attempted.

③ Ethics is a prerequisite for the NUR 462 Nursing Capstone course.

④ Statistics is a pre-/corequisite for NUR 508.

⑤ Students are eligible for this requirement when they have no more than 6 credits still needed in general education, when the ethics requirement is complete, and when all nursing courses above are complete.

RN to Master of Science in NURSING EDUCATION

**144
CREDITS**

BACHELOR'S-LEVEL GENERAL EDUCATION COMPONENT	CREDIT HOURS
▶ Cornerstone Requirement	3
▶ Information Literacy ^①	1
▶ Written English ^②	6
▶ Humanities	
Humanities	9
Ethics Core ^③	3
▶ Social Sciences	
Social Sciences/History	6
Psychology Core Requirement	3
Sociology Core Requirement	3
▶ Natural Sciences	
Human Anatomy and Physiology Core	4
Microbiology Core	3
Sciences Supportive of Nursing Core	2
Statistics Core ^④	3
Natural Sciences/Mathematics	3
▶ Arts & Sciences Electives	12
TOTAL CREDITS FOR GENERAL EDUCATION COMPONENT	61
PHASE I: BS/GRADUATE NURSING CORE	CREDIT HOURS
30 semester hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN®. All requirements below are online courses.	30
NUR 356 Leadership and Management in Nursing	4
NUR 448 Community Health Nursing: Caring for the Public's Health	4
NUR 502 Theoretical Foundations of Nursing Practice	3
NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship	3
NUR 507 Advanced Physical Assessment	3
NUR 508 Research and Evidence-Based Practice ^④	4
NUR 533 Policy, Ethics, and Population Health	4
NUR 462 Nursing Capstone ^{③⑤}	4
TOTAL PHASE I CREDITS	59
TOTAL DEGREE CREDITS REQUIRED FOR BACHELOR OF SCIENCE IN NURSING	120
COGNATE COURSE	CREDIT HOURS
Graduate Elective	3
PHASE II	
NUR 505 Advanced Pathophysiology	3
NUR 506 Advanced Pharmacology	3
NUR 653 Designing a Learning Environment	3
NUR 661 Program and Curriculum Development in Nursing Education	3
NUR 662 Assessment and Evaluation in Nursing Education	3
PHASE III	
NUR 676 The Nursing Education Capstone	6
TOTAL CREDITS MASTER'S COMPONENT	24
TOTAL DEGREE CREDITS REQUIRED	144

① This requirement must be completed within the first 13 Excelsior University credits attempted.

② The Written English Requirement is a prerequisite to all nursing courses. The first 3 credits in written English must be completed within the first 9 Excelsior credits attempted.

③ Ethics is a prerequisite for the NUR 462 Nursing Capstone course.

④ Statistics is a pre-/corequisite for NUR 508.

⑤ Students are eligible for this requirement when they have no more than 6 credits still needed in general education, when the ethics requirement is complete, and when all nursing courses above are complete.

RN to Master of Science IN NURSING INFORMATICS

**142
CREDITS**

BACHELOR'S-LEVEL GENERAL EDUCATION COMPONENT	CREDIT HOURS
▶ Cornerstone Requirement	3
▶ Information Literacy ^①	1
▶ Written English ^②	6
▶ Humanities	
Humanities	9
Ethics Core ^③	3
▶ Social Sciences	
Social Sciences/History	6
Psychology Core Requirement	3
Sociology Core Requirement	3
▶ Natural Sciences	
Human Anatomy and Physiology Core	4
Microbiology Core	3
Sciences Supportive of Nursing Core	2
Statistics Core ^④	3
Natural Sciences/Mathematics	3
▶ Arts & Sciences Electives	12
TOTAL CREDITS FOR GENERAL EDUCATION COMPONENT	61
PHASE I: BS/GRADUATE NURSING CORE	CREDIT HOURS
30 semester hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN [®] . All requirements below are online courses.	30
NUR 356 Leadership and Management in Nursing	4
NUR 448 Community Health Nursing: Caring for the Public's Health	4
NUR 502 Theoretical Foundations of Nursing Practice	3
NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship	3
NUR 507 Advanced Physical Assessment	3
NUR 508 Research and Evidence-Based Practice ^④	4
NUR 533 Policy, Ethics, and Population Health	4
NUR 462 Nursing Capstone ^{③⑤}	4
TOTAL PHASE I CREDITS	59
TOTAL DEGREE CREDITS REQUIRED FOR BACHELOR OF SCIENCE IN NURSING	120
COGNATE COURSE	CREDIT HOURS
PBH 604 Epidemiology	3
Graduate Elective	3
PHASE II	
NUR 515 Management Information for Decision Support	3
NUR 521 Data, Information and Knowledge	3
NUR 651 Systems Development in Healthcare	4
PHASE III	
NUR 686 The Nursing Informatics Capstone	6
TOTAL CREDITS MASTER'S COMPONENT	22
TOTAL DEGREE CREDITS REQUIRED	142

① This requirement must be completed within the first 13 Excelsior University credits attempted.

② The Written English Requirement is a prerequisite to all nursing courses. The first 3 credits in written English must be completed within the first 9 Excelsior credits attempted.

③ Ethics is a prerequisite for the NUR 462 Nursing Capstone course.

④ Statistics is a pre-/ corequisite for NUR 508.

⑤ Students are eligible for this requirement when they have no more than 6 credits still needed in general education, when the ethics requirement is complete, and when all nursing courses above are complete.

Program Description

The RN to Master of Science (RN to MS) nursing programs are designed to allow registered nurses to earn a Bachelor of Science in nursing, as well as a Master of Science in Nursing Leadership and Administration of Health Care Systems, Master of Science in Nursing Education or a Master of Science in Nursing Informatics. With this option, students take graduate-level courses that replace some of the undergraduate requirements. The charts on the preceding pages offer a visual representation of the requirements for the three degrees of the RN to MS in nursing programs.

Policies Specific to the RN to MS in Nursing Programs

The Excelsior University [student policy pages](#) are your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

Additional policies and procedures that apply specifically to the RN to MS in nursing programs are listed on the following pages. All policies can be found in their entirety within the [student policy section](#) of the Excelsior University website.

Admission

The RN to MS in nursing programs are designed for registered nurses. The programs are open to applicants who meet the following admission criteria:

- ▶ hold an active and unencumbered RN license in the U.S., and
- ▶ have earned an associate degree or diploma in nursing from New York State (NYSED)-approved program, or a program with specialty accreditation, or a regionally accredited college.

Students who have an RN license and who have earned an associate degree in nursing and a bachelor's degree in a field other than nursing may also apply to the RN-MS in nursing programs.

Program Requirements

Students are required to maintain an active, unencumbered RN license. The University utilizes the Nursys e-Notify service as our database management system. Students must provide the University with the following information for submission to Nursys e-Notify:

- ▶ RN license number
- ▶ State of licensure
- ▶ Last four digits of your SSN
- ▶ Year of birth

Students whose license becomes inactive or encumbered during the program will not be permitted to register for a nursing course until the license is reactivated and unencumbered.

International Student Admission

In addition to official transcripts, nursing candidates must demonstrate that they have an equivalent U.S. Registered Nurse (RN) licensure. To be eligible for admission, the applicant must be a graduate from an approved school of nursing in their country of education and hold a current, unencumbered nursing license (if licensed in multiple jurisdictions and/ or countries, all licenses must be unencumbered). All nursing school transcripts and all licenses will be validated by primary source verification.

International candidates must apply to the Commission on Graduate of Foreign Nursing Schools (CGFNS) New York Credential Verification Service (NYCVS) and the New York State Education Department (NYSED) to have their foreign nursing education evaluated and approved by the aforementioned organizations.

Detailed application information and instructions can be found in our application for admission.

English Language Proficiency Requirement

International candidates from non-English-speaking countries must show evidence of sufficient English language proficiency through one of the following options:

- ▶ Submission of TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) taken within the last two years.
- ▶ Successful completion of Excelsior course **ENG 101 English Composition**.
- ▶ Submission of evidence of the successful completion of at least 9 credit hours of academic work in courses delivered in English at an institution of higher education in the United States.

Time Limit

The RN to MS in nursing programs are designed to be completed with full-time or part-time study. Students can complete the degree at their own pace. Students are required to complete all degree requirements within a 10-year period. This time limit is cumulative if enrollment is not continuous.

Those who do not complete the program within this time may be subject to dismissal. If a student withdraws from the School of Nursing and re-enrolls at a later date, a five-year age limit on nursing theory credits will be in effect.

Time Limit—General Education Component

With the exception of information literacy, there is no time limit on general education courses or examinations submitted for transfer credit in this degree program. Credits earned for which official transcripts are available will be evaluated regardless of when they were earned.

Time Limit—Undergraduate Nursing Component

Credit submitted from nursing examinations and nursing courses for purposes of meeting requirements for the nursing component of the degree need to have been earned within five years prior to the academic policy date in an Excelsior University nursing program.

There is no time limit on the nursing component credits as long as students remain actively enrolled in an Excelsior University nursing program. Should enrollment lapse and you are readmitted, you will lose credit for any nursing credits earned more than five years prior to academic policy date.

Technical Standards for RN-MS Programs

Technical standards are the required and essential abilities that an individual in the RN to MS programs must effectively demonstrate in selected courses as an Excelsior University nursing degree student.

The components of the RN to MS programs test a student's application of the nursing process and technical components for nursing practice. In addition, students must possess sufficient intellectual abilities and emotional health required for safe and effective practice. Therefore, the nursing student must possess sufficient skills for the following:

- ▶ Perform a physical examination on another person, including the skills of: observation/inspection, palpation, auscultation, and percussion.
- ▶ See, hear, smell, touch, and detect subtle changes in color.
- ▶ Perform parts of a physical examination in an online simulation experience, including sufficient hearing, and vision and manual dexterity for an online experience.
- ▶ Navigate in a community setting. The practice experience requires the student to travel within the community, and interact with clients and staff in a community agency. Must be able to

provide own means of transportation, if needed.

- ▶ Communicate (verbally and in writing) with English-speaking clients and/or family members/significant others as well as members of the health care team, including nurses, physicians, support staff, and faculty.
- ▶ Read and understand documents written in English.
- ▶ Solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- ▶ Demonstrate good judgment, use of intellectual abilities, and development of effective relationships with clients and other health care professionals.

Completion of the Dual Degree Programs

The RN to MS dual degree programs allow students to earn both the BS in nursing and the MS in nursing more efficiently than completing the two programs separately.

The BS in nursing degree will be conferred upon completion of all general education and bachelor's component courses, including the undergraduate-level capstone. Students will then be able to continue seamlessly into the remaining graduate-level courses.

Minimum Academic Average—Graduate Courses

Graduate students are required to have a 3.0 grade point average to graduate from the program. The graduate grade point average is calculated separately from the undergraduate grade point average.

Graduate students receiving a passing grade who wish to raise their grade are allowed to do so. A final course grade of D or lower does not meet degree requirements. All grades for repeated courses will be listed on the My Academic Plan document and transcript. The original course grade will be flagged with a symbol designating it as a repeated course. The highest grade will be calculated into the GPA.

RN to MS in Nursing Requirements

The RN to MS in nursing programs require completion of 142–144 credits—61 general education credits and 81–83 nursing credits (depending on degree specialization).

You are subject to the degree requirements in effect at the time that your academic policy date is set or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both admitted, enrolled, and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our website. Information about changes to degree requirements is also made available on our website.

General Education Component (61 credits)

See [page 5](#) in the undergraduate section of this catalog for detailed information about undergraduate general education requirements. The bachelor's degree-level requirements must be completed before registering for any for any 600-level nursing course.

Nursing Component

(81 or 83 credits, depending on MS degree)

The nursing component of the RN to MS degrees includes bachelor's-level requirements and graduate-level requirements. Prerequisites for all of the nursing courses include all Written English requirements, and a cornerstone course. Policies on repeating requirements and criteria for waiver of bachelor's requirements are listed on [page 49](#) of this catalog.

Bachelor's Phase Component

The bachelor's component covers knowledge and professional competencies equivalent to those expected of graduates of campus-based BS in nursing programs. Emphasis is placed on integration of nursing knowledge and related sciences in a variety of complex situations related to the nursing care of individuals, families, and communities with major health problems.

Students eligible for the RN to MS programs will be granted 30 semester hours of credits for prior learning that is validated by successful completion of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and learning validated by prior education.

The requirements in the bachelor's component of the RN to MS programs that are common to the Bachelor of Science in nursing program are **NUR 356 Leadership and Management in Nursing**, **NUR 448 Community Health Nursing**, and **NUR 462 Nursing Capstone**.

RN to MS students complete five graduate-level online courses as part of their

undergraduate requirements: **NUR 502**, **NUR 503**, **NUR 507**, **NUR 508**, and **NUR 533**.

Contact your academic advisor for program planning assistance.

Distance education is as challenging as face-to-face instruction, if not more so. The nursing component of the dual degree program requires outstanding critical thinking skills and nursing judgment, along with a commitment to academic rigor.

Bachelor's Phase Requirements

- ▶ **NUR 356 Leadership and Management in Nursing** ① (4 credits)
- ▶ **NUR 448 Community Health Nursing: Caring for the Public's Health** (4 credits)
- ▶ **NUR 502 Theoretical Foundations in Nursing Practice** (3 credits)
- ▶ **NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship** (3 credits)
- ▶ **NUR 507 Advanced Physical Assessment** (3 credits)
- ▶ **NUR 508 Research and Evidence-Based Practice** (4 credits)
- ▶ **NUR 533 Policy, Ethics, and Population Health** (4 credits)
- ▶ **NUR 462 Nursing Capstone** (4 credits)

Graduate-Level Phases

Students will earn the BS in nursing degree upon completion of all general education requirements and all eight of the Phase I courses (BS/graduate nursing core), including the baccalaureate-level capstone. These students will be able to continue seamlessly into the remaining master's component courses.

Practice Experience

Each component of the dual degree requires students engage in practice experiences. The focus of these practice experiences will change as students progress through the RN-MS

① If you transfer to a different degree program, the five-year time limit is based on the academic policy date for your new program.

program. At the baccalaureate level, the focus of practice experiences shift away from individual patient care to community as client, population based health, and the role of the RN in influencing health care delivery. They differ from the “clinical” experiences of pre-licensure nursing programs. Practice experiences for master’s level nursing students provide opportunities to act as change agents to improve health care outcomes; create, collaborate, and lead interprofessional teams; develop and test innovative solutions to clinical problems; translate evidence into nursing practice; design evidence based teaching learning, experiences; and appreciate the need for lifelong learning. The practice experiences in the three MS nursing programs (MS in Informatics, MS in Nursing Leadership and Administration of Health Care Systems, and MS in Nursing Education) are designed to assist the student in developing expertise in their chosen specialty. The faculty define practice experiences as opportunities for students to provide nursing care in a variety of practice learning environments that support end of program student learning outcomes, program outcomes, and adult learning needs. Practice experiences are interactive, individualized, experiential learning experiences that provide and/or influence health care.

There are various practice experience hours dispersed over four courses in the RN to BS Nursing Program portion of the program. Examples of practice experiences include: virtual clinical simulation in physical assessment, educating staff on new evidence based procedures, participating in administrative decisions about health care practices in an interprofessional team, and advocating for vulnerable populations by writing a letter to a legislator. There are practice experience hours working with a mentor in the MS Capstone course in each degree program (Nursing Leadership and Administration of Health Care Systems, Nursing Education, and Nursing Informatics). The agency where students complete their capstone practice

experience may require facility specific documentation and/or an affiliation agreement. Students must comply with all agency requirements and are responsible for any costs associated with additional documentation and/or an affiliation agreement.

Additionally, students in the MS in Nursing Education program complete practice experience hours in Virtual Clinical Simulations in **NUR 506 Advanced Pharmacology** and **NUR 507 Advanced Physical Assessment**.

Page intentionally blank for layout purposes



COLLEGE OF NURSING AND HEALTH SCIENCES
SCHOOL OF ALLIED HEALTH

ASSOCIATE DEGREES IN HEALTH SCIENCES

Credit Requirements for ASSOCIATE DEGREES

**60-67
CREDITS**

GENERAL EDUCATION AND ADDITIONAL REQUIREMENTS

Credit Hours

IND 101 Cornerstone A: Foundations

The Cornerstone course must be taken in the first term at Excelsior University and cannot be transferred in.

3

Written English Requirement

3

Ethics

3

Humanities

3

Social Sciences/History

6

Natural Sciences

2

Mathematics

2

Arts and Sciences Electives

9

INL 102 Information Literacy

1

Capstone

The Capstone course must be taken at Excelsior University and cannot be transferred in.

3

Additional collegiate-level study

Requirements vary by degree. Specific details can be found under each degree listing in this catalog.

23-30

TOTAL DEGREE CREDITS REQUIRED

60-67

This chart shows the credits required for overall degree requirements. Refer to a more detailed listing of degree requirements under the specific degree on the preceding pages.

Associate in Science in HEALTH SCIENCES

60
CREDITS

GENERAL EDUCATION AND ADDITIONAL REQUIREMENTS

Refer to chart on [page 89](#) for an overview of general education and distribution requirements for all associate degree programs.

IND 101 Cornerstone A: Foundations

The Cornerstone course must be taken in the first term at Excelsior University and cannot be transferred in.

Ethics (Health Care Ethics suggested; HSC 214 Ethics and the Health Care Professions)

DEGREE-SPECIFIC REQUIREMENTS

Lifespan Developmental Psychology

Natural Science Supportive of Health Sciences

CORE COMPONENT

- ▶ HSC 112 Medical Terminology
- ▶ HSC 121 Health Care in the United States
- ▶ HSC 124 Professionalism in Health Care

Health Sciences Elective Credit

HSC 292 Associate in Health Sciences (capstone)

The Capstone course must be taken at Excelsior University and cannot be transferred in.

This chart shows degree specific requirements. These requirements will fit into total credits for the degree and will apply toward the overall credits listed on [page 89](#). Once you are admitted, the My Academic Planner tool will specify how credits (transfer and remaining) apply.

Program Description

The Associate in Science (AS) in Health Sciences is a **60-credit program** composed of courses in the arts and sciences as well as in the health sciences. The program is designed as an academic gateway for individuals pursuing a career in the health sciences or for those already working in the field who want to build on their existing knowledge and skills to advance their career.

The AS in Health Sciences program lays the foundation for continued education at the baccalaureate level. Through course work in the arts and science and health science components of the curriculum, students engage in learning that fosters information literacy, critical thinking, and effective communication and builds a strong foundation for lifelong learning and career success. Graduates of the program may apply all credits earned toward the Excelsior University Bachelor of Science (BS) in Health Sciences or a total of 50 credits toward the BS in Health Care Management.

Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Demonstrate effective oral and written communication.
2. Demonstrate critical thinking skills for guiding decision-making in various health care scenarios.
3. Describe the structure and function of the health care delivery system in the United States.
4. Explain the various roles and responsibilities of health professionals.
5. Critique current trends and opportunities that improve the provision of health care.

Program Requirements

The Associate in Science in Health Sciences requires a total of 60 credits, including 30 credits in arts and sciences and 30 credits in health sciences.

Arts and Sciences Component (30 credits)

The study of the arts and sciences is an essential part of preparation for professional practice in that it contributes both knowledge and an intellectual approach to problem solving. The arts and sciences requirements ensure that the student will develop college-level competence in the areas of the humanities, social sciences/history, and natural sciences/math.

A. Written English Requirement

A minimum of 3 credits are required in expository writing, which may be at the freshman level, with a minimum grade of C. See the written English requirement section on [page 8](#) for specific details.

B. Humanities

A minimum of 6 credits must be earned in the humanities. The humanities include subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages. Students must complete **HSC 214 Ethics and the Health Professions** or an equivalent ethics course with a minimum grade of C earned.

C. Social Sciences/History

A minimum of 6 credits must be earned in the social sciences/history field. The social sciences include subjects such as geography, economics, cultural anthropology, political science, sociology, and psychology. Three credits must be earned in Lifespan Developmental Psychology, with a minimum grade of C.

D. Natural Sciences/Mathematics

A minimum of 6 credits must be earned in natural sciences/mathematics. A minimum of 2 credits is required in natural sciences subjects supportive of health sciences (biology, chemistry, physics, etc.) to meet the general education requirements. This credit must be earned with a grade of C or better. A minimum of 2 credits in mathematics is required.

E. Arts and Sciences Electives

The remaining 9 credits may be distributed among the arts and sciences areas of the humanities, social sciences/history, and natural sciences/mathematics.

Health Sciences Component (30 credits)

The Health Sciences component provides the student with a knowledge base in the health care field, from which to begin or build their career, and is composed of:

- ▶ 9 credits in health sciences core courses,
- ▶ 14 credits in health sciences electives,
- ▶ 3 credits for the Associate Health Sciences Capstone, and
- ▶ 4 credits for INL 102 Information Literacy and IND 101 Cornerstone A: Foundations course (4 credits)

Health Sciences Core (9 credits)

Associate in Health Sciences students must complete the following three courses with a minimum grade of C or better in order to satisfy the core requirement: HSC 112 **Medical Terminology** (3 credits), HSC 121 **Health Care in the United States** (3 credits), and HSC 124 **Professionalism in Health Care** (3 credits).

Health Sciences Electives (14 credits)

Health sciences elective credit includes coursework from fields such as: radiology, dental hygiene, cardiovascular technology, pharmacy technology, nursing, and medical laboratory technology, etc. Arts and sciences credit that is supportive of the health sciences may also be applied to this area. Additionally, health sciences elective credit may be awarded for faculty-approved licenses and certifications. Excelsior University regularly reviews other licenses and certifications in various areas of health care for which health sciences elective credit may be awarded. For more specific information, see the list of approved licenses and certifications on [page 133](#).

Health Sciences Capstone (3 credits)

HSC 292 Associate in Health Sciences Capstone must be completed at Excelsior University with a minimum grade of C. To be eligible for the capstone, students must have all other health sciences requirements complete and be within 9 credits of completing the arts and sciences component, including successful completion of the written English requirement.

Information Literacy (1 credit)

All student must meet the college's information literacy requirement by completing INL 102 **Information Literacy** within the first 13 Excelsior University credits attempted.

Cornerstone Course (3 credits)

All students must meet the college's Cornerstone requirement by completing **IND 101 Cornerstone A: Foundations** or **IND 301 Cornerstone B: Pathways** with a grade of C or better, in their first term of credit-bearing activity after admission to Excelsior University.

BACHELOR'S DEGREES IN HEALTH SCIENCES

Credit Requirements for BACHELOR OF SCIENCE DEGREES

**120–124
CREDITS**

GENERAL EDUCATION AND ADDITIONAL REQUIREMENTS	Credit Hours
IND 101 Cornerstone A: Foundations or IND 301 Cornerstone B: Pathways The cornerstone course must be taken in the first term at Excelsior University and cannot be transferred in.	3
Written English Requirement	6
Humanities Includes Ethics	9
Social Sciences/History	9
Natural Sciences	2
Mathematics	2
Natural Sciences or Mathematics	5
Additional Arts and Sciences	27
INL 102 Information Literacy	1
Capstone The Capstone course must be taken at Excelsior University and cannot be transferred in.	3
Additional collegiate-level study Requirements vary by degree. Specific details can be found under each degree listing in this catalog.	53–57
TOTAL DEGREE CREDITS REQUIRED	120–124

This chart shows the credits required for overall degree requirements. Refer to a more detailed listing of degree requirements under the specific degree on the preceding pages.

Page intentionally blank for layout purposes

Bachelor of Science in HEALTH CARE MANAGEMENT

120
CREDITS

GENERAL EDUCATION AND ADDITIONAL REQUIREMENTS

Refer to chart on [page 94](#) for an overview of general education and distribution requirements for all bachelor's degree programs.

IND 101 Cornerstone A: Foundations or IND 301 Cornerstone B: Pathways

The cornerstone course must be taken in the first term at Excelsior University and cannot be transferred in.

HSC 310 Writing and Communication in the Health Science Professions.

Required for the second part of the Written English requirement.

DEGREE-SPECIFIC REQUIREMENTS

Health Care Ethics

HSC 214 Ethics and the Health Professions or HSC 312 Ethics of Health Care

Microeconomics

Macroeconomics

Statistics

HSC 112 Medical Terminology

PROFESSIONAL COMPONENT (42 CREDITS)

► Professional Core (21 Upper-Level Credits Required)

HSC 302 Principles of Health Care Management

PSY 305 Research Methods

BUS 311 Organizational Behavior

HSC 414 Budget and Finance in Health Care Organizations

BUS 312 Managing Human Resources

HSC 432 Introduction to the Health Care Delivery System

HSC 450 Economics of Health Care

Health Care or Business Elective Credits (21 credits)

HSC 470 Health Care Management Capstone

The Capstone course must be taken at Excelsior University and cannot be transferred in.

This chart shows degree specific requirements. These requirements will fit into total credits for the degree and will apply toward the overall credits listed on [page 94](#). Once you are admitted, the My Academic Planner tool will specify how credits (transfer and remaining) apply.

Program Description

The Bachelor of Science in Health Care Management is a 120-credit program designed to meet the needs of adult learners interested in health care management. This program is composed of coursework that will prepare individuals to carry out the responsibilities required of managers in the health care arena. The curriculum includes core courses in business, health care management, and other areas supportive of the health care manager role.

Of the total 120 credits for the Bachelor of Science in Health Care Management, 27 must be earned at the upper level, 21 in the Professional Core Component, 3 earned in **HSC 310 Writing and Communication in the Health Science Professions** and 3 earned in **HSC 470 Health Care Management Capstone**.

Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Implement management practices in health care settings that reflect leadership and organizational theories.
2. Apply resource management principles within diverse health care organizations.
3. Explain the role of the manager in maintaining a legal and ethical environment.
4. Determine effective communication strategies when interacting with stakeholders.
5. Use evidence-based practice to guide decision making and promote quality in health care settings.

Program Requirements

The Bachelor of Science in Health Care Management requires a total of 120 credits, including 60 credits in the arts and sciences, 15 credits in the additional credit component, 42 credits in the professional component, and a 3-credit capstone course.

Arts and Sciences Component (60 credits)

A. Written English Requirement

A minimum of 6 credits are required in expository writing, one of which may be at the freshman level and the other **HSC 310 Writing and Communication in the Health Science Professions**. See the written English requirement explanation on [page 8](#) for specific details.

B. Humanities

1. A minimum of 3 credits must be earned in health care ethics [**HSC 214 Ethics and the Health Professions** or **HSC 312 Ethics of Health Care**] with a minimum grade of C.
2. A minimum of 6 credits must be earned in other humanities subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages.

C. Social Sciences/History

1. A minimum of 3 credits must be earned in microeconomics with a minimum grade of C.
2. A minimum of 3 credits must be earned in macroeconomics with a minimum grade of C.
3. A minimum of 3 credits must be earned in other social sciences/history subjects, including geography, economics, cultural anthropology, political science, sociology, and psychology.

D. Natural Sciences/Mathematics

1. A minimum of 3 credits must be earned in statistics with a minimum grade of C.
2. A minimum of 2 credits must be earned in the natural sciences (e.g., biology, chemistry, physics).
3. A minimum of 4 credits must be earned in natural sciences/mathematics electives. Subjects composing this category include topics in biology, chemistry, mathematics, genetics, and physics.

E. Arts and Sciences Electives

An additional 27 credits must be completed in the arts and sciences areas of the humanities, social sciences/history, or natural sciences/mathematics. Students may distribute these credits across the arts and sciences subjects in any fashion.

Additional Credit Component (15 credits)**A. Medical Terminology**

A minimum of 3 credits must be earned in medical terminology. Students who have earned an associate degree or higher in a health sciences field, present a state-issued license as a registered nurse or practical nurse, or have earned a minimum of 3 credits of Anatomy & Physiology from military training (must be listed on a JST) will receive a waiver of this requirement. Students receiving a waiver for Medical Terminology will need to complete three credits in another area.

B. Information Literacy

A minimum of 1 credit must be earned in information literacy. See the information literacy requirement explanation on [page 9](#) for more information. (Excelsior University INL 102 **Information Literacy** may be used to fulfill this requirement.)

C. Other College-Level Credit

A minimum of 11 credits must be earned in other college-level credit. This essentially is an elective area that can be fulfilled with additional arts and sciences credits or applied professional credits.

Professional Component (42 credits)**Health Care Management Core (21 credits)**

Bachelor of Science in Health Science students must complete the following seven core courses with a minimum grade of C in each:

- ▶ **HSC 302 Principles of Health Care Management**
- ▶ **PSY 305 Research Methods**
- ▶ **BUS 311 Organizational Behavior**
- ▶ **HSC 414 Budget and Finance in Health Care Organizations**

- ▶ **BUS 312 Managing Human Resources**
- ▶ **HSC 450 Economics of Health Care**

Health Care or Business Electives (21 credits)

An additional 21 credits must be completed in health care or business electives.

Health Care Management Capstone (3 credits)

HSC 470 Health Care Management Capstone must be completed at Excelsior University with a minimum grade of C. To be eligible for the capstone, students must have successfully completed all other requirements of the professional and additional credit components as well as the written English requirement and be within 9 credits of completing the arts and sciences component.

Information Literacy

All student must meet the Excelsior University information literacy requirement by completing **INL 102 Information Literacy** within the first 13 Excelsior University credits attempted.

Cornerstone Course

All students must meet the Excelsior University Cornerstone requirement by completing **IND 101 Cornerstone A: Foundations** or **IND 301 Cornerstone B: Pathways** with a grade of C or better, in their first term of credit-bearing activity after admission to Excelsior University.

Capstone

All students must meet the Excelsior University Capstone requirement by completing the capstone course that aligns with their degree program, with a grade of C or better.

Page intentionally blank for layout purposes

Bachelor of Science in HEALTH SCIENCES

120
CREDITS

GENERAL EDUCATION AND ADDITIONAL REQUIREMENTS

Refer to chart on [page 94](#) for an overview of general education and distribution requirements for all bachelor's degree programs.

IND 101 Cornerstone A: Foundations or IND 301 Cornerstone B: Pathways

The cornerstone course must be taken in the first term at Excelsior University and cannot be transferred in.

HSC 312 Ethics of Health Care

DEGREE-SPECIFIC REQUIREMENTS

CORE COMPONENT

- ▶ HSC 310 Writing and Communication in the Health Science Professions
- ▶ HSC 320 Health Care Issues in Culturally Diverse Populations
- ▶ PSY 305 Research Methods
- ▶ HSC 432 Introduction to the Health Care Delivery System
- ▶ HSC 445 Health Care Informatics

AREA OF EMPHASIS REQUIREMENTS

Complete 9 credits in one of the following

- ▶ Health and Wellness
- ▶ Management
- ▶ Public Health
- ▶ No Emphasis

HSC 464 Health Sciences Capstone

The Capstone course must be taken at Excelsior University and cannot be transferred in.

This chart shows degree specific requirements. These requirements will fit into total credits for the degree and will apply toward the overall credits listed on [page 94](#). Once you are enrolled, the My Academic Planner tool will specify how credits (transfer and remaining) apply.

Program Description

The Bachelor of Science in Health Sciences is a 120-credit program composed of courses in the arts and sciences as well as in the health sciences. It is designed to provide learning opportunities to foster knowledge and skills necessary to engage with interprofessional teams to promote quality care, expand career potential, and lay the foundation for study at the graduate level.

Of the total 120 credits for the Bachelor of Science in Health Sciences, 27 must be earned at the upper level, 15 in the Health Science core, 9 in the emphasis and 3 in the capstone.

Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Uses evidence-based practice to guide decision making that promotes quality in health care settings.
2. Explains the implications of health ethics and governmental policy on the delivery of health services.
3. Recognizes the need for diversity, equity, and inclusion when delivering health services.
4. Utilizes current and evolving technology when planning, implementing, and evaluating health services.
5. Uses effective communication strategies to engage with stakeholders and interdisciplinary teams.

Program Requirements

The Bachelor of Science in Health Sciences degree program requires a total of 120 credits, including 60 credits in arts and sciences and 60 credits in the health sciences.

Arts and Sciences Component (60 credits)

The study of the arts and sciences is an essential part of preparation for professional practice in that it contributes both knowledge and an intellectual approach to problem solving. The arts and sciences requirements ensure that the student will develop college-level competence in the humanities, social sciences/history, and

natural sciences/math.

A. Written English Requirement

A minimum of 6 credits are required in expository writing, which may be at the freshman level. (See the written English requirement section on [page 8](#) for specific details.)

B. Humanities

A minimum of 9 credits must be earned in the humanities. The humanities include subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages. Within the 9 credits, 2 must be in ethics with a minimum grade of C earned.

C. Social Sciences/History

A minimum of 9 credits must be earned in the social sciences/history field. The social sciences include subjects such as geography, economics, cultural anthropology, political science, sociology, and psychology.

D. Natural Sciences/Mathematics

A minimum of 9 credits must be earned in natural sciences/mathematics. A minimum of 2 credits is required in natural sciences subjects (biology, chemistry, physics, etc.) to meet the general education requirements. A minimum of 2 credits in statistics with a minimum grade of C is required to fulfill the core requirement.

E. Arts and Sciences Electives

The remaining 27 credits may be distributed among the arts and sciences areas of the humanities, social sciences/history, and natural sciences/mathematics.

Health Sciences Component (60 credits)

The Health Sciences component provides students with a strong foundation in the health care field and allows the flexibility to choose an area of emphasis in order to develop skills and knowledge in a specific area.

The Health Sciences component is composed of

- ▶ 15 credits of health sciences core courses,
- ▶ 9 credits in an area of emphasis,
- ▶ 3 credits for the Health Sciences Capstone,
- ▶ 1 credit for INL 102 Information Literacy, AND
- ▶ 32 credits in health sciences electives.

Health Sciences Core (15 credits)

Bachelor of Science in Health Sciences students must complete the following five core courses with a minimum grade of C in each: HSC 310 Writing and Communication in the Health Science Professions (3 credits), HSC 320 Health Care Issues in Culturally Diverse Populations (3 credits), PSY 305 Research Methods (3 credits), HSC 432 Introduction to the Health Care Delivery System (3 credits), and HSC 445 Introduction to Health Care Informatics (3credits).

Areas of Emphasis

Bachelor of Science in Health Sciences students must select one of the following areas of emphasis:

HEALTH AND WELLNESS EMPHASIS (9 credits)

To satisfy the Health and Wellness emphasis requirement, three upper-level courses must be completed with a minimum grade of C: HSC 375 Health and Wellness (*required*) and two courses (6.0 semester hours) in approved Health and Wellness electives.

Suggested courses: HSC 402 Managing Stress, HSC 403 Nutrition for Wellness

MANAGEMENT EMPHASIS (9 credits)

To satisfy the Management emphasis requirements, the following three courses must be completed with a minimum grade of C: HSC 414 Budget and Finance in Health Care Organizations (3 credits), BUS 312 Managing Human Resources (3 credits), and HSC 440 Leadership and Management in Health Care Seminar (3 credits).

PUBLIC HEALTH EMPHASIS (9 credits)

To satisfy the Public Health emphasis requirement, three upper-level courses must be completed with a minimum grade of C: PBH 321 Introduction to Epidemiology (*required*), PBH 323 Principles of Public Health (*required*) and one course (3.0 semester hours) of an approved Public Health elective.

NO EMPHASIS (9 credits)

To satisfy the no emphasis requirement, 9 upper-level credits must be completed with a minimum grade of C from any of the approved Health Sciences electives.

Health Sciences Electives (32 credits)

Elective credit in the health sciences includes coursework from fields such as: radiology, dental hygiene, cardiovascular technology, pharmacy technology, nursing, and medical laboratory technology. Arts and sciences credit that is supportive of the health sciences may also be applied to this area.

Additionally, elective credit in the health sciences may be awarded for licenses and certifications that have been reviewed and approved by the faculty. The faculty periodically review other licenses and certifications in various areas of health care for which health sciences elective credit may be awarded. For more specific information, see the list of approved licenses and certifications on [page 133](#).

Information Literacy (1 credit)

At least 1 credit must be earned in information literacy. The Excelsior University INL 102 Information Literacy fulfills this requirement. See the information literacy requirement section on [page 9](#) for more specific information on this requirement. This requirement must be completed within the first 13 Excelsior University credits attempted.

Cornerstone Course

All students must meet the Excelsior University Cornerstone requirement by completing **IND 101 Cornerstone A: Foundations** or **IND 301 Cornerstone B: Pathways** with a grade of C or better, in their first term of credit-bearing activity after admission to Excelsior University.

Health Sciences Capstone (3 credits)

HSC 464 Health Sciences Capstone must be completed at Excelsior University with a minimum grade of C. To be eligible for the Capstone, students must have successfully completed all other health sciences requirements, including the core, area of emphasis, information literacy, and elective requirements as well as the written English requirement and be within 9 credits of completing the arts and sciences component.

GRADUATE DEGREES IN HEALTH SCIENCES

IMPORTANT INFORMATION FOR ALL GRADUATE STUDENTS

Student Policies

Excelsior University student policies are important to your academic success. They include important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues.

It is your responsibility to be familiar with these policies. The term “students” includes those currently matriculated at Excelsior University taking courses, non-matriculated students taking courses, non-matriculated students in the application process, individuals using the OneTranscript® service (formerly Credit Bank), formerly matriculated students currently in withdrawn status, and graduates.

The student policies are posted at: <https://www.excelsior.edu/policies/students/>.

Total Credits

Credits for graduate programs range from 30 to 36 credits. Credits must satisfy the requirements prescribed for each degree program.

Acceptance of Transfer Credit

Previously completed graduate-level coursework may be used to satisfy the requirements of the graduate degree programs if approved by the faculty. In most instances, graduate credit used toward undergraduate degree requirements will not be accepted in transfer. See individual degree program pages for specific transfer credit policies.

Minimum Academic Average

Graduate students must achieve a minimum grade of C in all Excelsior University courses, and must have a cumulative grade point average (GPA) of 3.0 or better to graduate.

Time to Degree Completion

Excelsior’s degree programs are designed to be completed at your own pace. However, a student attending full-time could complete:

- ▶ an associate degree in two years;
- ▶ a bachelor’s degree in four years; or
- ▶ a master’s degree in two years.

Standardized Testing Participation

As an Excelsior University student, you have a responsibility to participate in standardized tests that may be required during the period of your enrollment. These tests may be in addition to regular coursework and are required to gather critical information on achievement of student learning. You are expected to actively participate and make every effort to do your best on these assessments. One example of this type of test is the Proficiency Profile published by the Educational Testing Service. The results from these assessments will not be part of your grade, but are crucial for program improvement and are frequently required by regulators and accreditors. Participation in these assessments contributes toward increasing the value of your degree by providing evidence of student learning to external organizations, employers, and the general public.

Excelsior University Website

The Excelsior University website (excelsior.edu), provides access to a wealth of information to help you succeed as a student. If you haven't already done so, create a MyExcelsior user account. It will serve as your gateway to a variety of support services and is where you will find up-to-date information about your academic program and receive announcements from Excelsior.

Technology Literacy and Baseline Technology Skills and Resources

Excelsior University defines technology literacy as the ability to identify and responsibly use appropriate technology to communicate, solve problems, access, manage, integrate, evaluate, and create information to improve learning. This will facilitate the ability to acquire new knowledge for lifelong learning in the 21st-century global workplace.

To be successful in online learning, you will need reliable access to a computer with Internet connectivity and be able to use:

- ▶ a personal computer,
- ▶ software programs to create, edit, store and print documents,
- ▶ electronic communication tools, and search and retrieve information from electronic sources to complete assignments and activities,
- ▶ Excelsior's website to access information and resources, and
- ▶ Excelsior's learning management system to access learning resources, participate in course discussions, and complete assignments.

In addition, your computer and operating systems must meet some minimal technical requirements as described in the [Excelsior University Computer System Requirements](#).

Page intentionally blank for layout purposes

Master of Science in HEALTHCARE ADMINISTRATION

36
CREDITS

DEGREE REQUIREMENTS

CORE COMPONENT

- ▶ IND 501 An Interdisciplinary Approach to Ethical Leadership
- ▶ IND 502 Strategic Talent Management in a Complex World
- ▶ HSC 516 Communication Strategy for the Health Care Leader
- ▶ HSC 517 Contemporary Issues in Health Care Delivery Systems
- ▶ HSC 525 Informatics for Health Care Leaders
- ▶ HSC 528 Health Care Finance
- ▶ HSC 561 Quality Management in Health Care

HEALTH SCIENCE ELECTIVE REQUIREMENT (3 credits)

CONCENTRATION COMPONENT

- ▶ **General**
Any nine (9) graduate-level credits supportive of health care administration.

HSC 698 MS in Health Care Administration Capstone

The Capstone course must be taken at Excelsior University and cannot be transferred in.

Program Description

The Master of Science in Health Care Administration prepares working adults to become leaders in the healthcare field. This degree equips people seeking promotional opportunities and those seeking a new career in the rapidly growing healthcare administration field to be ethical leaders and data driven decision makers around critical aspects of individual and community health care. Our courses provide students with knowledge and skills in quality improvement, patient safety, removing health disparities, ensuring sound financial management, leading technological innovations, human resources and talent management, and project management. Graduates work in a wide array of areas, including healthcare systems, hospitals, outpatient clinics, health departments, government, research and development, and consulting.

This degree program is highly experiential. Students learn through doing. Coursework includes case study analysis, projects that reinforce learning and prepare students for what is expected in their careers, and simulations that are highly relevant in today's healthcare settings. The program consists of a 24-credit core component, a 9-credit concentration component, a 3-credit elective, and a 3-credit capstone.

Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Execute effective communication strategies within the health care environment and with external stakeholders.
2. Apply interdisciplinary leadership practices based on evidence that promotes ethical, and collaborative sustainable change in the healthcare sector.
3. Apply principles of risk management and quality improvement to achieve desired outcomes.
4. Implement financial management strategies commonly used by healthcare leaders.
5. Analyze contemporary issues impacting the health care environment.
6. Evaluate interdisciplinary approaches to problem solving and opportunities to lead a diverse workforce.

Program Requirements (36 credits)

Graduate Health Science Core (24 credits)

- ▶ Ethical Leadership (3 credits)
[IND 501 **An Interdisciplinary Approach to Ethical Leadership**]

IND 501 must be taken through Excelsior University and cannot be transferred in.

- ▶ Strategic Talent Management (3 credits)
[IND 502 **Strategic Talent Management in a Complex World**]
- ▶ Communication Strategy (3 credits)
[HSC 516 **Communication Strategy for the Health Care Leader**]
- ▶ Contemporary Issues (3 credits)
[HSC 517 **Contemporary Issues in Health Care Delivery Systems**]
- ▶ Informatics (3 credits)
[HSC 525 **Informatics for Health Care Leaders**]
- ▶ Finance (3 credits)
[HSC 528 **Health Care Finance**]
- ▶ Quality Management (3 credits)
[HSC 561 **Quality Management in Health Care**]

Elective Requirement (3 credits)

Concentration

GENERAL TRACK (9 credits)

Any 9 graduate-level credits supportive of Health Care Administration. Students are required to complete a compilation of graduate-level coursework from health sciences fields. This will include Excelsior University graduate courses as well as approved courses transferred in from other institutions.

Graduate Health Sciences Capstone (3 credits)

- ▶ **HSC 698 MS in Health Care Administration Capstone** may be taken when students are in their final trimester and have completed at least 30 credits, including all core courses.

The capstone course is required. It must be taken through Excelsior University and cannot be transferred in.

Policies Specific to the Master of Science in Health Care Administration

Maximum Time to Complete

- ▶ Maximum of five years to complete

Acceptance of Transfer Credit

Graduate-level coursework that has been completed within five years of date of admission may be used to satisfy the requirements of the program if approved by Excelsior University faculty. Students may transfer up to 18 credits. Excelsior will require a minimum grade of B- for any approved graduate course accepted for transfer credit. Excelsior University does not use pluses or minuses, so such grades will be converted to the full letter grade. To accept a course that is transferring in with a P grade, the Excelsior department/faculty member issuing the P grade must verify that it is equivalent to a B- or better.

Page intentionally blank for layout purposes

MASTER OF SCIENCE IN HEALTH SCIENCES

36
CREDITS

DEGREE REQUIREMENTS

CORE COMPONENT

- ▶ IND 501 An Interdisciplinary Approach to Ethical Leadership
- ▶ IND 502 Strategic Talent Management in a Complex World
- ▶ IND 503 Data Driven Decision Making
OR PBH 592 Biostatistics (as part of the Public Health Specialization)
- ▶ HSC 510 Health Care Policy, Politics, and Power
- ▶ HSC 517 Contemporary Issues in Health Care Delivery Systems
- ▶ HSC 525 Informatics for Healthcare Leaders

CONCENTRATION COMPONENT

One of the following concentrations must be declared:

- ▶ **General Concentration**
Student must complete fifteen (15) credits from among the Health Sciences courses.
- ▶ **Public Health**
PBH 603 Behavioral Health and Social Environment, PBH 604 Epidemiology, PBH 609 Critical Issues in Public Health, PBH 613 Program Planning and Evaluation for Public Health, PBH 647 Vulnerable Populations
- ▶ **Cannabis Control**
CBC 600 Implications of Legalization: Policy and Compliance, CBC 601 Complexities of Cannabis as Commerce, CBC 602 Risk Assessment in Cannabis Control, HSC 516 Communications Strategies for the Healthcare Leader, and:
PBH 647 Vulnerable Populations OR PBH 609 Critical Issues in Public Health OR
BUS 554 Change Management

HSC 697 Graduate Health Sciences Capstone

The Capstone course must be taken at Excelsior University and cannot be transferred in.

Program Description

The **Master of Science in Health Sciences** prepares working adults to become leaders in the healthcare and public health fields. This degree equips to be ethical leaders and data driven decision makers around critical aspects of individual and population health care. Our courses provide students with knowledge and skills in communication with a wide array of stakeholder groups, particularly around ethical leadership, data-driven decision making, and actively working to promote diversity, equity, and inclusion across the health and public health systems. Students acquire foundational knowledge in research, healthcare policy, advocacy, and applying the social determinants of health in their professional lives.

This degree program is highly experiential. Students learn through doing. Coursework includes case study analysis, projects that reinforce learning and prepare students for what is expected in their careers, and simulations that are highly relevant in today's healthcare settings. The program consists of an 18-credit core component, a 15-credit concentration component, and a 3-credit capstone.

Students have the opportunity to choose from three concentrations: **Public Health**, **Cannabis Control** and a **No Concentration** option.

The **Public Health Concentration** is designed for students interested in developing specialized skills to address existing and emerging population health issues. The field of public health is highly interdisciplinary in nature and attracts students with various professional backgrounds with one common goal—improving the health of populations. Students are introduced to the five overarching disciplines that make up public health, each through an equity lens: behavioral science and public health education, epidemiology, biostatistics, environmental health, and health services administration. This concentration also leads to a graduate certificate.

Program Outcomes

Upon completion of the Master of Science in Health Sciences program, graduates will be able to:

1. Demonstrate proficiency in using multiple strategies of communication to convey complex thoughts and ideas.
2. Use research findings to explain and direct the resolution of practice-related issues and challenges.
3. Apply interdisciplinary leadership practices based on evidence that promotes ethical, collaborative, and sustainable change in the healthcare sector.
4. Evaluate healthcare policies and delivery systems to advance professional practice.
5. Analyze new and emerging trends within the health care industry.
6. Evaluate interdisciplinary approaches to problem solving and opportunities to lead a diverse workforce.

Program Requirements (36 credits)

Health Science Core (18 credits)

- ▶ Ethical Leadership (3 credits)
[IND 501 **An Interdisciplinary Approach to Ethical Leadership**]

IND 501 must be taken through Excelsior University and cannot be transferred in.

- ▶ Strategic Talent Management (3 credits)
[IND 502 **Strategic Talent Management in a Complex World**]
- ▶ Decision Making (3 credits)
[IND 503 **Data Driven Decision Making** or PBH 592 **Biostatistics** (3 credits)]

PBH 592 **Biostatistics** is required for the Public Health Specialization.

- ▶ HSC 510 **Health Care Policy, Politics, and Power** (3 credits)
- ▶ HSC 517 **Contemporary Issues in Health Care Delivery Systems** (3 credits)
- ▶ HSC 525 **Informatics for Healthcare Leaders** (3 credits)

Concentrations

PUBLIC HEALTH CONCENTRATION

(15 credits)

- ▶ **PBH 603 Behavioral Health and Social Environment** (3 credits)
- ▶ **PBH 604 Epidemiology** (3 credits)
- ▶ **PBH 609 Critical Issues in Public Health** (3 credits)
- ▶ **PBH 613 Program Planning and Evaluation for Public Health** (3 credits)
- ▶ **PBH 647 Vulnerable Populations** (3 credits)

Concentration Outcomes

- ▶ Apply an epidemiological framework to public health issues.
- ▶ Examine the influence of social determinants of health on populations.
- ▶ Develop evidence-based strategies to address public health issues.

GENERAL CONCENTRATION (15 credits)

Students are required to complete a compilation of graduate-level coursework from health sciences fields. This will include Excelsior University graduate courses as well as approved courses transferred in from other institutions.

CANNABIS CONTROL (15 credits)

The growing cannabis industry is going to impact all aspects of our current societal process. The regulation of cannabis spans from growing, transportation, public health, and city services to new businesses, financing, and supply chains that cross jurisdictional lines. The concentration in Cannabis Control will give students a solid foundation in compliance, risk assessment and cannabis as commerce. Completing all three of these courses will also get you a [Graduate Certificate in Cannabis Control](#) on your way to completing your master's degree.

Required Subjects

- ▶ Policy and Compliance (3 credits)
[CBC 600 Implications of Legalization: Policy and Compliance]
- ▶ Commerce (3 credits)
[CBC 601 Complexities of Cannabis as Commerce]
- ▶ Risk Assessment (3 credits)
[CBC 602 Risk Assessment in Cannabis Control]
- ▶ Communications Strategies for the Healthcare Leader (3 credits)
[HSC 516 Communications Strategies for the Healthcare Leader]
- ▶ Three credits in approved concentration courses

Graduate Health Sciences Capstone

(3 credits)

HSC 697 Graduate Health Sciences

Capstone may be taken when students are in their final trimester and have completed at least 30 credits, including all core courses.

The capstone course is required. It must be taken through Excelsior University and cannot be transferred in.

Policies Specific to the Master of Science in Health Sciences

Maximum Time to Complete

- ▶ Maximum of five years to complete

Acceptance of Transfer Credit

Graduate-level coursework that has been completed within five years of date of admission may be used to satisfy the requirements of the program if approved by Excelsior University faculty. Students may transfer up to 18 credits. Excelsior will require a minimum grade of B- for any approved graduate course accepted for transfer credit. Excelsior University does not use pluses or minuses, so such grades will be converted to the full letter grade. To accept a course that is transferring in with a P grade, the Excelsior department/faculty member issuing the P grade must verify that it is equivalent to a B- or better.

Page intentionally blank for layout purposes

**GRADUATE CERTIFICATES IN HEALTH SCIENCES
AT EXCELSIOR UNIVERSITY**

Graduate Certificate in **CANNABIS CONTROL**

Certificate Description

The Graduate Certificate in Cannabis Control prepares students with the skills and the knowledge base to understand the impacts of legalization of cannabis in our communities, states, and nation. The curriculum incorporates best-practice instructional techniques—including realistic case studies—to foster strong critical thinking skills that will enable students to keep pace with the fast-changing environment. Innovative courses that meld industry and practitioner-based readings with scientific-based research enable the program to offer much-needed subject matter expertise in the field.

Certificate Requirements

- ▶ **CBC 600 Implications of Legalization of Cannabis: Policy and Compliance** (3 credits)
- ▶ **CBC 601 Complexities of Cannabis as Commerce** (3 credits)
- ▶ **CBC 602 Risk Assessment in Cannabis Control** (3 credits)

Certificate Outcomes

A graduate of the program will be able to:

1. Recommend strategies to ensure regulatory compliance in a rapidly evolving regulatory landscape.
2. Create workforce development and public health system responses to cannabis legalization that promote social equity.
3. Conduct risk assessment in communities where cannabis has been legalized.
4. Recommend strategies for ensuring consistent product quality and safe reliable supply chains at local, state, federal, and international levels.

Policies Specific to the Graduate Certificate in Cannabis Control

Policies and procedures that apply specifically to the Graduate Certificate in Cannabis Control are listed in the following section. All policies can be found in their entirety within the [student policy section](#) of the Excelsior University website.

- ▶ **Admission Eligibility**
Students must have earned a bachelor's degree for admittance into the certificate program.
- ▶ **Acceptance of Transfer Credit**
Students must complete all Cannabis Control certificate courses at Excelsior University—no credits will be transferred in to meet the requirements.
- ▶ **Maximum Time to Complete the Certificate**
Students pursuing the Graduate Certificate in Cannabis Control have two years from the date of admission to complete all requirements.
- ▶ **Minimum GPA for Graduation**
A cumulative grade point average (GPA) of 3.0 is required to graduate.

Graduate Certificate in NUTRITION

Certificate Description

The Graduate Certificate in Nutrition is designed for people seeking to obtain nutrition and health promotion training, advance in their careers, or shift career focus from an illness to prevention focus. It includes a four-course, 12-credit requirement, with themes in health education and equity. The curriculum aligns seamlessly with current global, federal, and regional imperatives to promote health outcomes through both prevention and interventions for chronic and acute disease. The primary goals are two-fold: 1) to equip students to educate individuals, families and communities about healthful nutrition and the relationships between food and health and 2) to promote access to healthy foods in marginalized communities.

Certificate Requirements

- ▶ HSC 644 Nutrition Science for Health Professionals (3 credits)
- ▶ HSC 645 Nutrition Across the Life Cycle (3 credits)
- ▶ HSC 646 Health Education: A Cross-Cultural Perspective (3 credits)
- ▶ Elective—Select one:
 - ▶ HSC 510 Policy Politics and Power (3 credits)
 - ▶ HSC 648 Nutrition and Chronic Disease (3 credits)
 - ▶ PBH 647 Vulnerable Populations (3 credits)

Certificate Outcomes

A graduate of the program will be able to:

1. Examine the interconnected influences of social determinants of health and nutrition policy on health outcomes for individuals and communities.
2. Use evidence-based decision-making to identify, implement, and evaluate solutions to barriers to healthful nutrition.
3. Evaluate nutritional needs across life stages and for individuals with various health conditions.

Policies Specific to the Graduate Certificate in Nutrition

Policies and procedures that apply specifically to the Graduate Certificate in Nutrition are listed in the following section. All policies can be found in their entirety within the [student policy section](#) of the Excelsior University website.

- ▶ **Admission Eligibility**
Students must have an earned bachelor's degree for admittance in the certificate program.
- ▶ **Acceptance of Transfer Credit**
Students must complete all certificate courses at Excelsior University—no credits will be transferred in to meet the requirements.
- ▶ **Maximum Time to Complete the Certificate**
Students pursuing the Graduate Certificate in Nutrition have two years from the date of admission to complete all requirements.
- ▶ **Minimum GPA for Graduation**
A cumulative grade point average (GPA) of 3.0 is required to graduate.

Graduate Certificate in PUBLIC HEALTH EQUITY

Certificate Description

The Graduate Certificate in Public Health Equity equips students to become transformational public health leaders and agents of change for their communities, particularly those that have historically faced significant health disparities. Essential skills in public health are taught throughout the curriculum, with opportunities to practice and develop expertise. Interdisciplinary themes are infused throughout the curriculum as a best practice for cultivating enduring change in population health outcomes. Graduates of this certificate gain in-depth knowledge and essential skills in public health. This certificate is ideal for professionals who want to explore or advance careers in public health and who want to center their careers around an equity focus.

Certificate Requirements

- ▶ **PBH 603 Behavioral Health and Social Environment** (3 credits)
- ▶ **PBH 592 Biostatistics** (3 credits)
- ▶ **PBH 604 Epidemiology** (3 credits)
- ▶ **PBH 613 Program Planning and Evaluation for Public Health** (3 credits)
- ▶ **PBH 610 Environmental Health** (3 credits)

Certificate Outcomes

A graduate of the program will be able to:

1. Evaluate how populations are impacted by social determinants of health.
2. Use data-driven decision-making and community partnering approaches to identify, implement and evaluate solutions to public health issues.
3. Design culturally sensitive public health strategies to improve health equity and social justice.

Policies Specific to the Graduate Certificate in Public Health Equity

Policies and procedures that apply specifically to the Graduate Certificate in Public Health Equity are listed in the following section. All policies can be found in their entirety within the [student policy section](#) of the Excelsior University website.

- ▶ **Admission Eligibility**
Students must have an earned bachelor's degree for admittance in the certificate program.
- ▶ **Acceptance of Transfer Credit**
Students must complete all certificate courses at Excelsior University—no credits will be transferred in to meet the requirements.
- ▶ **Maximum Time to Complete the Certificate**
Students pursuing the Graduate Certificate in Public Health Equity have two years from the date of admission to complete all requirements.
- ▶ **Minimum GPA for Graduation**
A cumulative grade point average (GPA) of 3.0 is required to graduate.

**COURSES IN HEALTH SCIENCES
AT EXCELSIOR UNIVERSITY**

HEALTH SCIENCES UNDERGRADUATE COURSES

BUS 312 Managing Human Resources 3 credits

Prerequisite: none

Human resources has evolved over the years. However, some of the basic tenets of understanding still remain and are necessary for both employers and employees. In this course, students will uncover topics including the role and context of human resource management, fair employment practices, human resource planning, human resource staffing, performance management, employee development, employee compensation, and labor relations.

HSC 112 Medical Terminology 3 credits

Prerequisite: none

This course will prepare you for accurate oral and written use of medical language in a variety of health care settings and from multiple practitioner perspectives. You will gain a practical understanding of medical terminology that includes basic elements and word structure, body references, and specific vocabulary of the human biological systems. You will learn to interpret medical language into common terms and the proper language structure when using medical terms.

HSC 121 Health Care in the United States 3 credits

Prerequisite: none

This course provides the students with opportunities to explore the structure and function of the United States (US) health care delivery system. Students will learn about health care finance, settings for care, modes of delivery, the role of technology, and key trends in health care.

HSC 124 Professionalism in Health Care 3 credits

Prerequisite: none

This course provides students with an opportunity to explore multiple aspects of professionalism in the health care occupations. Topics covered include cultural competence, legal and ethical issues, effective communication, interdisciplinary teams, and professional competence.

HSC 205 Introduction to Health Care Management 3 credits

Prerequisite: none

This course will provide students with a basic overview of the necessary skills and knowledge for a career in health care management. A broad overview, with a health care perspective, will be presented on such topics as leadership, strategic planning, marketing, finance, quality, technology, legal issues, and human resources.

HSC 214 Ethics and the Health Professions 3 credits

Prerequisite: none

This course provides students with an opportunity to explore ethical principles and apply ethical reasoning to dilemmas in health care environments. During this course, students will discuss multiple challenges faced by health care professionals and approaches a health care manager can use to protect the rights of individuals, families, and staff.

HSC 220 Spanish Communication for the Health Care Professions 4 credits

Prerequisite: none

This course introduces novice Spanish language concepts with a focus on speaking, listening, reading, and writing for healthcare professionals. You will participate in the Language Labs, where you will learn grammar, vocabulary, and pronunciation to give you skills to effectively speak and listen with Spanish-speaking individuals. You will also discuss the cultures of the Spanish-speaking world in relation to health. You will learn to understand cultural competency. At the end of the course, you will compile a knowledge base document called a Toolkit project for your future use.

This course was cross-listed with SPA 220. Credit for only one of these courses will be applied toward graduation.

HSC 235 Sex, Gender And Health 3 credits*Prerequisite: none*

Students are introduced to issues in gender health from the biopsychosocial perspective. The role of social norms and expectations, social and political policy, family and community, lifestyle factors, will be explored in the context of health outcomes. Disparities that individuals face in the health care system based on sex and gender will be examined.

HSC 280 Biology of Health and Disease*Prerequisites: None*

This course uses a systems approach to provide an overview of fundamental human structures and functions in normal versus diseased states. Basic concepts and proper terminology of all human organ systems will be applied through the perspective of the healthcare industry. Broader risk factors impacting human health at both the individual and population levels will be explored through interactive discussions, videos, case studies, and student-created multimedia presentations.

HSC 292 Associate In Health Sciences Capstone 3 credits

Prerequisite: Students must have completed all other requirements of the professional and additional credit components degree including the written English requirement, and be within 9 credits of completing the arts and sciences component.

This course will assess the knowledge students gained throughout the curriculum of the Associate's in Health Science degree program. Students will have the opportunity to demonstrate their understanding of the health care delivery system as it relates to specific health care professions. Students will also exercise and refine their professional skills through activities such as resume writing and responding to interview questions. Students will apply effective critical thinking and communication skills throughout the course.

HSC 302 Principles of Health Care Management 3 credits*Prerequisite: none*

This course provides you with critical knowledge to fulfill the role of health care manager. In this course you will be introduced to US law, governing bodies, and regulatory controls that set standards for healthcare and challenge health care managers when addressing legal, financial, ethical, and quality control issues. You will investigate current trends and critical issues that have emerged in the 21st century, and you will explore ways in which health care managers can respond to these changes. You will learn about opportunities as well as challenges present in today's health care environment that are important to health care managers when managing conflict and making decisions within a health care organization.

HSC 304 Exercise for Health 3 credits*Prerequisite: none*

People have long known about the importance of getting enough exercise. Yet life often gets in the way of developing sustainable exercise routines for healthy living. Lack of knowledge can put people at risk for injury. In this course, students learn how to develop safe, effective, and goal oriented exercise programs for both healthy people and those living with chronic illnesses or physical limitations. Current evidence-based exercise protocols and strategies are explored. Common myths are discussed. Motivational techniques for developing and sustaining exercise programs are examined.

HSC 305 Critical Issues in Health Care Management 3 credits*Prerequisite: none*

This course provides you with an overview of current issues that influence the delivery of health care. During this course, you will investigate current trends and critical issues that have emerged in the early 21st century and will explore ways in which health care managers can respond to these changes. You will learn about opportunities as well as challenges present in today's health care environment that are important to health care managers.

HSC 310 Writing And Communication in the Health Science Professions 3 credits

Prerequisite: none

Effective communication skills are vital in the health professions. Taking this course early in a degree program provides essential preparation for academic work. A broad range of topics are explored including communication styles, cultural awareness, communication through social media, writing as a process, and effective professional presentations. The essential skill of writing to persuade, while communicating important health practices, is practiced preparing for communicating with clients and the public. This is a writing-enriched (WE) course.

HSC 312 Ethics of Health Care 3 credits

Prerequisite: none

This interdisciplinary course guides students through a systematic analysis of contemporary ethical issues in health care and human services. Students will use ethical theories, principles, and codes to develop ethical decision-making processes for addressing difficult ethical dilemmas that are often encountered by professionals in human services and healthcare fields. As legal policies and historical considerations often underpin ethical issues, students will become conversant in pertinent policies to better understand the complexities of the ethical issues encountered by professionals.

This course was cross-listed with PHL 312. Credit for only one of these courses will be applied toward graduation.

HSC 316 Mind, Body and Health 3 credits

Prerequisite: none

This course examines the psychology of behavior as it relates to health and fitness. You will learn how stress and lifestyle, physical activity, and diet influence human health and fitness. We will examine health and fitness across the life-span, as well as how behavior impacts health and behavioral changes to improve health outcomes. We will study research to understand evidence-based practices that health practitioners use to promote healthy behavior. And learn how theories inform methods for influencing behavioral changes. You

will develop a holistic plan for diet and physical fitness for various target populations. This course is appropriate for professionals working in personal health training or other health-related or psychology-related fields.

This course was cross-listed with PSY 316. Credit for only one of these courses will apply toward graduation.

HSC 320 Health Care Issues in Culturally Diverse Populations 3 credits

Prerequisite: none

This course introduces students to the concepts of culture and cultural diversity as they relate to health, illness, and the health care delivery system. There are many types of diversity, including but not limited to religious, racial, ethnic, gender identity, sexual orientation, socioeconomic, disability, regional, and others that exist in our global society. We will examine the roles that belief systems, values, and health practices play in people's interactions with health providers. Common myths and assumptions will be explored. We will also investigate strategies that health professionals can implement to create more inclusive services.

This course was cross-listed with SOC 320. Credit for only one of these courses will be applied toward graduation.

HSC 330 Legal and Regulatory Environment of Health Care 3 credits

Prerequisite: none

In this course you will be introduced to U.S. law and the legal process in healthcare. You will acquire a foundation for understanding the scope, limits and consequences of legal obligations. You will also learn about the governing bodies and regulatory controls which set standards for healthcare, and you will apply your knowledge in identification of legal issues often encountered in health administration.

HSC 331 Psychosocial Impact of Chronic Illness on Person and Environment 3 credits

Prerequisite: none

Chronic illness affects individuals, families, communities, and society. Students will learn

how to critically examine these complex interactions from both theoretical and practical perspectives. This course explores the psychological and social aspects of chronic illnesses, with an emphasis on empowerment of individuals living with them. Students will develop an understanding of stigma in the experience of chronic illness. Emphasis will be placed on connecting individuals, families, and communities with resources to successfully manage chronic conditions.

This course was cross-listed with PSY 331 and SOC 331. Credit for only one of these courses will be applied toward graduation.

HSC 402 Managing Stress 3 credits

Prerequisite: none

This course focuses on the nature of stress and the connection between mind, body and spirit. Students will study the different theoretical models of stress from a variety of theorists while exploring coping strategies and relaxation techniques for healthy living in today's changing world. Students will also create an individualized stress management program plan.

HSC 403 Nutrition for Wellness 3 credits

Prerequisite: none

This course uses several short game-based learning activities to learn decision-making about nutrition based on environmental circumstances and health conditions. Students learn how nutrition relates to health, wellness, and disease prevention. Students develop personalized nutrition plans and gain an understanding of the impact of nutrition at all stages of life. Students will gain knowledge on how to separate fact from fiction. Food safety and innovations in food technology will be examined.

HSC 407 Health and Wellness 3 credits

Prerequisite: none

Learn about the theory and practice of health and wellness, inside and out. This course begins with an opportunity to assess health and wellness at individual and community levels. From there you will learn to apply theory

and evidence-based practice to develop health and wellness interventions, including individual planning and group-based programs. You will learn the essential components of creating interventions directed toward specific at risk populations, as well as targeting specific behaviors like smoking cessation and obesity. You will discover the important role health and wellness practitioners play in supporting individual, group and community health and wellness. You will also engage in a community assessment of health and wellness resources.

HSC 414 Budget and Finance in Health Care Organizations 3 credits

Prerequisite: none

This course guides students through an examination of financial principles and techniques used by managers in health care facilities. Budget preparation and management, and analysis in the context of the evolving health care environment are the focus of this course. This course is required for students admitted to the Nursing Management Certificate Program, Bachelor of Science in Health Care Management, the Management emphasis of the Bachelor of Science in Health Sciences, and is used to fulfill nursing elective credit requirements for the Bachelor of Science in nursing program.

This course was cross-listed with NUR 414. Credit for only one of these courses will be applied toward graduation.

HSC 432 Introduction to the Health Care Delivery System 3 credits

Prerequisite: none

This course provides a comprehensive overview of the U.S. health care delivery system and the forces that influence it. Students will examine the continuum of health care delivery from prevention through individualized clinical health care, including the importance of interprofessional collaboration. Students will explore historical influences on today's U.S. health care delivery system and will have the opportunity to investigate the roles of government, finance, regulators, and providers in the health and public health arenas. The inter-connectedness of the U.S.

health care delivery system with global health care systems will be explored.

This course duplicates HSC 431/NUR 431. Credit for only one of these courses will be applied toward graduation.

HSC 440 Leadership and Management in Health Care Seminar 3 credits

Prerequisite: none

Using the teachings of contemporary leadership mentors, students will build an individualized professional leadership plan where they envision themselves as leaders within their professional career role. Skills for decision-making, motivating, negotiating and professionalism will be learned. Students will demonstrate foundational skills of oration, self-awareness, and use of an ethical lens, so important for health care leaders.

HSC 445 Introduction to Health Care Informatics 3 credits

Prerequisite: none

This multidisciplinary course introduces students to the role of information management in health care. Students will explore benefits, issues, risks and challenges related to the electronic health record and other information systems in the health care environment. Students will also explore the field of consumer informatics and its use in providing health related information to health consumers. The course will address the role of the health provider in working with computers and information management systems in health care.

HSC 450 Economics of Health Care 3 credits

Prerequisite: none

This course introduces you to the field of health-care economics. During the course, you will learn the concepts and principles of microeconomics as they apply to healthcare. You will explore why and how healthcare differs from other markets. Topics to be covered include the cost of health care, funding of health care, and government regulation. In addition, there is a focus on behavioral economics and emerging trends in multiple health care settings.

HSC 464 Health Sciences Capstone 3 credits

Prerequisites: Students must have completed all other requirements of the health sciences component, completed the written English requirement, and be within 9 credits of completing the arts and sciences component.

This end-of-program capstone course of the Bachelor of Science in Health Sciences curriculum requires students to demonstrate mastery in previously learned knowledge, principles, and skills to analyze case-based problems common in the health field and propose evidence-based solutions. This is an exciting opportunity to challenge yourself in the role of an expert as you address a real-world situation. You will also have opportunities to interact with other class members, not only as students but as soon-to-be-graduating professional colleagues, as you discuss and compare your perspectives on health issues. The capstone will also provide you with a place to consider your next steps as a bachelor's-level graduate.

HSC 470 Healthcare Management Capstone 3 credits

Prerequisites: Students must have completed all other requirements of the professional and additional credit components degree including the written English requirement, and be within 9 credits of completing the arts and sciences component.

This end-of-program capstone course of the BS in Health Care Management curriculum requires students to demonstrate previously learned knowledge, principles, and skills to analyze health science-based case problems. Using a variety of case analysis tools, students will analyze cases both as a member of a team and individually and will discuss case studies that examine the professional role in health care. This course provides students with an opportunity to demonstrate their ability to integrate and apply knowledge of the arts and sciences, business functions, and health care management principles and concepts.

PBH 303 Special Issues in Public Health 3 credits*Prerequisite: none*

Public health is all around us and affects our lives daily, from the food we eat, the air we breathe, the water we drink, how we drive and where we live. This course will introduce students to special issues in public health by providing an overview of the issue and its historical perspectives leading up to modern applications and challenges. A population-based frame of reference to the control of disease and prevention of disability in the realm of chronic diseases, infectious diseases and environmental health will be provided. Tools (including informatics and current health policies and laws) essential to the practice of public health will be described. The course will address disparities and inequities in health of vulnerable populations. Finally, an overview of the organizational functions of health systems, and healthcare costs and financing will be presented.

PBH 306 Our Environment, Our Health: An Introduction to Environmental Health 3 credits*Prerequisite: none*

This course is designed to introduce students to the basic principles of environmental health and the history and accomplishments of the field. During this course, students will explore the impact of environmental exposures on human health and the impact that humans have on the environment. Students will learn about environmental health issues and determinants of health impacting the population on a global scale. These issues include the human health effects of exposure to physical, chemical, and biological agents, the effects of indoor and outdoor pollution, the impact of climate change on human health, the global environmental burden of disease, and health equity.

PBH 311 Health Disparities: Causes and Consequences 3 credits*Prerequisite: none*

The need for a public health workforce trained in equity-based approaches to social determinants of health has increased and is driven by a significant body of literature. In this course students will learn principles and concepts of health equity

and social determinants of health and relevant models and frameworks. Students will critically examine health disparities in the context of health equity.

PBH 320 Substance Abuse—Impact on Individual, Family, Community 3 credits*Prerequisite: none*

Alcohol/Substance abuse is a major public health issue. This course introduces students to the impact of alcohol/substance abuse on the individual, family and society. During the course, students will be required to differentiate between abuse and dependence, identify negative consequences, and discuss treatment issues. Students will evaluate various treatment models and settings and develop an awareness of which models are appropriate given the readiness of an individual to engage in treatment. Through the course work, students will have the opportunity to see the progression of the consequences of substance abuse in a real family from the perspective of the individual, the family and society. Students will develop a greater understanding of the public health concern around substance abuse.

PBH 321 Introduction to Epidemiology 3 credits*Prerequisite: none*

Epidemiology is the study of the distribution and determinants of health and illness at the population level, including the application of epidemiology in controlling the issue or illness. During this course, students are introduced to the basic concepts, principles and application of epidemiology to aid in understanding procedures for studying, preventing, and controlling diseases, environmental health hazards, and accidents. Current real-world public health scenarios will be discussed and applied to the material.

PBH 323 Principles of Public Health 3 credits*Prerequisite: none*

This course introduces students to key concepts, and principles in public health. Students will learn about the history of public health and the important role and responsibilities public health practitioners have in improving quality of life for populations. Topics covered in this course

include, but are not limited to, the built environment, chronic and infectious diseases, health disparities, ethics, and preparedness.

PBH 346 Post Traumatic Stress Disorder: A Gathering Storm 3 credits

Suggested Prerequisite: PSY 101 Introduction to Psychology (recommended)

This course will explore the causes of post-traumatic stress disorder (PTSD) and the effects that it has on individuals, families, communities, and the global society. You will learn about the history, root causes, and prevalence of PTSD; the bio-neuro-psychosocial impact of trauma on the health of individuals and families; the influences of culture and resilience; and current best practices and treatments available to survivors. You will study PTSD as it relates to different forms of trauma resulting from natural and man-made disasters, global health threats (pandemics), military service, interpersonal violence, and gun trauma. Lastly, you will learn how communities can work towards healing and prevention.

This course was cross-listed with MIL 346. Credit for only one of these courses will be applied toward graduation.

PBH 421 Global Health 3 credits

Prerequisite: none

This course provides a comprehensive overview of community-level, societal, and geopolitical factors that influence global health in developing countries. Students will explore interdisciplinary perspectives of global health regarding health care systems, environmental health and disasters, trends in communicable and non-communicable diseases, and cutting-edge improvements in global health interventions. Students will examine similarities and contrasts across cultures and environment, with attention to issues of health equity and shifting ideologies in global health.

This course was cross-listed with SOC 421. Credit for only one of these courses will be applied toward graduation.

PBH 427 Planning and Evaluating Public Health Programs 3 credits

Prerequisite: none

Program planning and evaluation are essential competencies of public health practice. You will develop an understanding of cultural competence in the role of health promotion and education when addressing health challenges that affect culturally and racially diverse communities. You will learn the practical aspects of program planning as well as acquire a detailed understanding of evaluation methodology used in public health programs and policy interventions. You will learn to apply the critical principles of program planning and evaluation methodology as they relate to the practice of public health.

PBH 468 Public Health Capstone 5 credits

Prerequisites: Students must have completed all other requirements of the professional and additional credit components degree including the written English requirement, and be within 9 credits of completing the arts and sciences component.

This capstone course requires students to integrate academic work, knowledge, skills and experiential learning to validate comprehension of foundational public health principles. The capstone is designed to guide student development of a multi-component project that demonstrates understanding of basic elements of public health practice and research. Students will be evaluated on their ability to apply the scientific method of examination to a public health issue.

HEALTH SCIENCES GRADUATE COURSES

HSC 510/BUS 510 Health Care Policy, Politics, and Power 3 credits

This course introduces you to the core elements of healthcare policy analysis, policymaking, and the far-reaching impacts that power-policy dynamics have on how policies are written and implemented. You will develop leadership skills in health policy analysis, development, and critique. Strategies to advocate for improved health policy and power-sharing in increasingly volatile healthcare and political arenas will be explored. You will develop expertise in a health-related policy of interest to you through the completion of a term-length project.

HSC 510 is cross-listed with BUS 510. Students in the Health Sciences degree should register for the HSC version of this course, and Business degree students should register for the BUS version of this course. Students may not take both versions of the course and have the credit count toward graduation.

HSC 516 Communication Strategy for the Health Care Leader 3 credits

Healthcare leaders have a profound responsibility to communicate effectively with diverse audiences. An increasingly remote workforce has created a sense of urgency to communicate effectively in the digital space. This course provides an overview of prevalent communication theories and a conceptual framework for strategic, effective health communication. You will examine a variety of contexts of communication typical to healthcare administrative roles, including communications planning, community-building, leading productive meetings, advocacy, inclusive communication across cultures, and crisis communication. Significant emphasis will be placed on new and emerging forms of leadership communication, ranging from myth-busting to social media and remote platforms. You will create a strategic communication plan within a health environment of your choosing and develop your own communication development plan.

HSC 516 is cross-listed with BUS 516. Students in the Health Sciences degree should register for the HSC version of this course, and Business degree students should register for the BUS version of this course. Students may not take both versions of the course and have the credit count toward graduation.

HSC 517 Contemporary Issues in Health Care Delivery Systems 3 credits

In this advanced healthcare delivery systems course, students gain an in-depth understanding of current issues and emerging trends facing leaders within healthcare delivery systems. The diversity and complexities of various healthcare settings are explored, along with the drivers of healthcare delivery. Themes of quality assurance, patient safety, access, and ethical leadership are infused throughout the course. Students apply what they have learned through analysis of real-life case studies.

HSC 525 Information for Healthcare Leaders 3 credits

Information management is vital to the functioning of health and public health organizations. This course equips you with the skills to guide ethical, evidence-based decision-making around current and emerging information technologies. It examines the use of healthcare technology in warehousing, communicating data, and safeguarding data and electronic health records. You will learn to leverage the power of informatics and your teams to positively impact health outcomes, improve organizational processes, and ensure all health information is protected. You will have the opportunity to work on a term-length project in which you analyze and identify solutions for an informatics problem impacting a healthcare organization.

HSC 526 Strategic Management of Health Care Organizations 3 credits

Prerequisite: HSC 431 Introduction to Health Care Delivery Systems. This course is only a prerequisite for students in the MBA program that have no health care related background and are choosing this concentration.

This course explores theories and principles underlying strategic planning specific to health care environments. Through case study analyses, students learn strategies on how to position health care organizations in order to sustain a competitive advantage in a volatile reimbursement-driven industry. Some of the topics covered in this course include strategic positioning, strategies of mergers and acquisitions, and competitive advantage and profitability.

HSC 526 is cross-listed with BUS 526. Students in the Health Sciences degree should register for the HSC version of this course, and Business degree students should register for the BUS version of this course. Students may not take both versions of the course and have the credit count toward graduation.

HSC 528 Health Care Finance 3 credits

Suggested Prerequisite:

Students in this course gain in-depth knowledge about the financial environment in which health care organizations operate. Students learn health care finance concepts, managerial and accounting principles, and various means of reimbursement for health services. Students complete a health care finance project to effectively demonstrate the steps in the budget process and practice using financial analysis tools.

HSC 561 Quality Management in Health Care 3 credits

Healthcare quality is a cornerstone by which professionals practice and lead within their organizations. This course offers an in-depth exploration of healthcare quality, including essential principles and techniques relevant to quality improvement in all areas of health care. You will apply quality improvement theories

and evidence-based processes to pressing quality issues facing health and public health providers and will learn how to use these processes to initiate and sustain changes.

HSC 644 Nutrition Science for Health Professionals 3 credits

The world of nutrition has become increasingly controversial in recent decades. With so many diets to choose from and a population-wide quest for the “perfect diet,” understanding the science supporting healthy nutrition has never been more critical. Information that is portrayed as science-based is often at least partially inaccurate. This course will equip you with a foundational understanding of nutritional science. You will learn how to assess nutritional information for scientific rigor. From there, you will begin to apply the science to case-based learning, giving you opportunities to address nutritional issues in a culturally sensitive manner. You will learn about the role of food in culture, how food metabolizes in the human body, and how to formulate nutritional recommendations for both healthy individuals and those who are living with chronic disease.

HSC 645 Nutrition Across the Lifecycle 3 credits

Nutritional needs change over the life course. This course will equip you with a foundational understanding of nutritional needs across the lifespan of healthy individuals from conception through elderhood. You will learn how to assess nutritional needs based on life stage and develop evidence-based dietary recommendations for diverse populations across the lifecycle. You will examine the socioeconomic, cultural, and environmental influences on nutritional needs and preferences. Using simulated nutrition case conferences, you will gain valuable skills in culturally sensitive assessment, nutrition education, and development of dietary recommendations.

HSC 646 Health Education: A Cross-Cultural Perspective 3 credits

Health education is a critical tool for the health professional. This course will provide you with valuable career skills in assessing educational needs, planning, delivering, and evaluating culturally competent health education with diverse individuals and communities. By learning to apply learning theories and motivational interviewing, you will be equipped to deal with barriers that clients may face. A major focus will be on identifying and dispelling prevalent myths around health and nutrition, particularly those fueled by media and social media. By the end of this course, you will develop a health education intervention that can serve as a model for use in your career.

HSC 648 Nutrition and Chronic Disease 3 credits

Nutrition is a cornerstone for health and quality of life. Healthful nutrition is essential for the prevention of chronic disease and is a central intervention for people living with chronic disease. This course will provide you with an overview of various chronic conditions and the vital role that nutrition plays in prevention and treatment. You will explore a number of chronic conditions, including cancer, diabetes, cardiovascular disease, kidney disease, obesity, gastrointestinal diseases, and more. You will have the opportunity to apply your knowledge by completing assignments focused on either preventing or managing a chronic condition using nutritional best practices.

HSC 697 Graduate Health Sciences Capstone 3 credits

Prerequisite: This course should be taken as the final course in the program, advisor approval required.

This end-of-program capstone course allows you to synthesize and apply the knowledge acquired throughout your graduate program. You will demonstrate mastery of skills required for

advanced practice roles through varied assessments that address current and emerging practice-based and system-based issues in health care.

HSC 698 MS in Health Care Administration Capstone 3 credits

Prerequisite: This course should be taken as the final course in the program, advisor approval required.

This end of course capstone provides students with the opportunity to demonstrate knowledge achieved throughout the program. Students will complete a special project designed to address an issue faced by health care administrators.

PBH 592 Biostatistics 3 credits

To succeed in the public health field, the ability to understand and apply basic statistical methods commonly used in the design and analyses of biomedical and public health investigations is essential. The major topics covered in this course include types of data, study designs, probability, hypothesis testing, power, and sample size. Emphasis is placed on applying appropriate statistical methods, interpreting the results across public health environments, and communicating effectively with diverse stakeholders.

Students not in the Public Health Concentration may take HSC 580 Research and Applied Statistics instead of this course.

PBH 603 Behavioral Health and Social Environment 3 credits

This course provides students an opportunity to examine theories, concepts, and models from the social and behavioral sciences, as they form the basis for health education and public health interventions on a variety of levels. Models of individual and interpersonal health behavior are examined, as well as community and group models of health behavior change. This course also addresses the emerging use of technology and social media in behavioral health interventions.

PBH 604 Epidemiology 3 credits

Epidemiology has long been an integral part of disease prevention and treatment interventions. Recent pandemics have spurred interest in understanding how disease spreads and how to stop the spread. Epidemiology provides valuable insights into what makes people healthy, chronic disease prevention, and a base of evidence to create and test interventions. In this course, you will develop an understanding of disease etiology and surveillance strategies. You will learn how to use data to identify trends in morbidity and mortality, as well as how this data can inform public health policy and best practices.

PBH 609 Critical Issues in Public Health 3 credits

This course examines emerging population-based issues, changing public health policies, and contemporary public health concerns. Students explore current public health issues within the context of their impact on regional, national, and global populations. Critical issues discussed include natural and man-made disasters, food and environmental safety, veterans' health, infectious and chronic diseases, human rights violations, and more.

PBH 610 Environmental Health 3 credits

Where we live, work, and play matters deeply in the health of a community. This course provides you with an opportunity to critically examine environmental health issues, contributing factors, and promising approaches that can be taken to improve the health of environments. You will explore factors that impact on air, water, land, and climate. This course will delve deeply into the intersects of health, environment, and social justice throughout the term. Policies that impact the safety of communities will be explored through a sociopolitical lens. Over this term, you will have several opportunities to identify, research, and propose strategies to address environmental issues of interest to you.

PBH 613 Program Planning and Evaluation for Public Health 3 credits

This course examines the history and development of health promotion programs as they impact the health of populations. Students hone their skills in applying theory to design, implement, and evaluate programs that competently address cultural, psychological, and behavioral factors impacting public health outcomes.

PBH 647 Vulnerable Populations 3 credits

In this course, students explore the meanings of health and vulnerability at the community and societal levels as well as the factors that contribute to differential access to health care. Selected theories and models for identifying and addressing underlying causes of vulnerability are explored, using social justice as a guiding ethical framework and the lens for viewing controversies, political debates, and opportunities for policy and practice change.

APPENDIX A

Maximum Credit Awarded for Licenses and Certifications for Undergraduate Health Sciences Degrees

LICENSE or CERTIFICATION	MAXIMUM CREDIT AWARDED			REQUIRED
	Associate in Science in Health Sciences	Bachelor of Science in Health Sciences	Bachelor of Science in Health Care Management	
Licensed Radiologic Technologist	18	32	17	State License
Licensed Nuclear Medicine Technologist	18	32	17	State License
Licensed Radiation Therapist	18	32	17	State License
Registered Nurse	21	30	20	State License
Licensed Practical Nurse	21	26	20	State License
Licensed Massage Therapist	18	26	17	State License
Certified Pharmacy Technician	18	24	17	Certificate or certification card from National Pharmacy Technician Certification Board (PTCB)
Certified Medical Manager (CMM)	9	9	12	Certificate or certification card from Professional Association of Health Care Office Management (PAHCOM)
Certified Medical Administrative Assistant (CMAA)	6	6	9	Certificate or certification card from National Health Career Association Certification (NHA)
Certified Medical Assistant (AAMA)—CMA (AAMA)	26	26	26	Certificate or certification card from American Association of Medical Assistants (AAMA)
Paramedic (NRP)	30	38	26	Certificate or certification card from National Registry of Emergency Medical Technicians
Emergency Medical Technician (EMT)	9	9	9	Certificate or certification card from National Registry of Emergency Medical Technicians

Page intentionally blank for layout purposes

EXCELSIOR UNIVERSITY

BOARD OF TRUSTEES

Excelsior University is a not-for-profit higher education corporation governed by a board of trustees.

CHAIR

Matt Loeb,
CGEIT, CAE, FASAE
Principal,
Optimal Performance Seekers LLC
Doylestown, PA

MEMBERS

David Baime, MS
Senior Vice President,
Government Relations
and Policy Analysis,
American Association
of Community Colleges
Washington, DC

Lt. Col. Kent A. D. Clark,
MA (Ret.) (Treasurer)
Founder/Chairman of the Board,
Clark Advisory Group LLC
and CAG Federal
Valrico, FL

Charlene Dukes, PhD
(Vice Chair)
President Emerita, Prince
George's Community College
Principal, The Dukes Group
Glenn Dale, MD

Jennifer Gentry,
MS, RN, NEA-BC
Central Division Chief
Nursing Officer,
Providence St. Joseph
Health—Oregon
Portland, OR

Daniel Greenstein, BS, MA, PhD
Chancellor,
Pennsylvania State System
of Higher Education
Harrisburg, PA

Karen Kocher, BA
Chief Talent/Learning Officer,
Microsoft
Seattle, WA

KH Maman, MSEE, MBA
Managing Director (Ret.),
Cyber Risk Services,
Deloitte & Touche LLP
New York, NY

Jeanne Meister, BA, MEd
(Secretary)
Executive Vice President,
Executive Networks
Copake, NY

Q. Rose Wang, MS
Managing Director,
Rose Wang Strategies LLC
Bethesda, MD

David Kwabena Wilson,
BS, MS, EdM, EdD
President,
Morgan State University
Baltimore, MD

EX OFFICIO

Anthony Spearman-Leach, BS, BA
Director of Development
and Philanthropy,
National Academy of
Public Administrations
Washington, DC
President, Excelsior University
Alumni Association

David Schejbal, PhD
President, Excelsior University
Albany, NY

CHAIR EMERITI

Helen Benjamin, PhD
Chancellor,
Contra Costa Community College
District (Ret.)
Dallas, TX

Don Dea, MBA
Co-Founder,
Fusion Productions
Santa Monica, CA

Arthur J. Gregg, BS
Lt. General (Ret.),
U.S. Army
Richmond, VA

Jerry L. Neff, BS
Brigadier General (Ret.),
ARNGUS
Regional President (Ret.),
M&I Bank
Bradenton, FL

Richard Yep,
MPA, CAE, FASAE
CEO, Ocean Vista Advisors
Alexandria, VA

EMERITI

William G. Harris, PhD
CEO,
Association of Test Publishers
Washington, DC

Mary O'Connor,
PhD, RN, CENP, FACHE
Professor,
Notre Dame of Maryland University
Baltimore, MD

Jean M. Smith, BA
Vice President (Ret.),
J.P. Morgan Chase, Chase
Community Development
Corporation
New York, NY

Pamela J. Tate, MA, MS
Former President and CEO,
Council for Adult and
Experiential Learning
Chicago, IL

John R. Wetsch, PhD, PMP
IT Director, Application
Service Delivery
North Carolina Department
of Revenue, Raleigh, NC

EXCELSIOR UNIVERSITY LEADERSHIP STAFF

ADMINISTRATIVE LEADERSHIP

DAVID SCHEJBAL, PhD
President

CHRISTOPHER CASSIRER, ScD, MPH
Provost and Chief Academic Officer

FRANK AZUOLA, PhD
Chief Information Officer

ERIN COUFAL, MBA
Chief Communications Officer

MICHAEL DISIENA, JD
General Counsel

RAUL GALARZA, EdD
Vice President of Enrollment Management and Marketing

RICHARD HANNMANN, BS
Chief Financial Officer

MARK HOWE, MBA
Vice President, Human Resources

DANIEL PASCOE AGUILAR, PhD
*Founding Director of the Center for
Social Justice and Chief Diversity Officer*

LORI WILLIAMS, PhD
Executive Vice President and Chief of Staff

ACADEMIC LEADERSHIP

CHRISTOPHER CASSIRER, ScD, MPH
Provost and Chief Academic Officer

SCOTT V. DOLAN, PhD
Executive Dean, College of Liberal Arts and Sciences

ROBIN GOODRICH, EdD, RN
Executive Dean, College of Nursing and Health Sciences

STEPHANIE POCZOS, EdD
Vice Provost, Academic Operations and Quality

EXCELSIOR UNIVERSITY COLLEGE OF NURSING AND HEALTH SCIENCES FACULTY

KYLIE ACKERMAN, MS, RN, CNEN
 (Nursing Education, Excelsior University)
*Full-time Faculty, Associate Degree in Nursing,
 School of Nursing, College of Nursing and Health Sciences,
 Excelsior University, Albany, NY*

DANIELLE BEASLEY, PhD, RN, RNC-OB, CNE
*Full-time Faculty, Bachelor's and Master's Degree in Nursing,
 School of Nursing, College of Nursing and Health Sciences,
 Excelsior University, Albany, NY*

MARIANNE BRENNAN, MS, RN, CNOR
 (Clinical Systems Management, Excelsior University)
*Full-time Faculty, Associate Degree in Nursing,
 School of Nursing, College of Nursing and Health Sciences,
 Excelsior University, Albany, NY*

TRACY CAMPBELL, DNP, MSN-ED, RN
 (Nursing Education, Wake Forest School of Medicine-
 Academic Nursing)
*Full-time Faculty, College of Nursing and Health Sciences
 Excelsior University, Albany, NY*

ROBIN S. GOODRICH, EdD, RN
 (Doctor of Education, Columbia University)
*Executive Dean, College of Nursing and Health Sciences
 Excelsior University, Albany, NY*

HEATHER KELLER, MSN, RNC-NIC
 (Nursing Education, University of Phoenix)
*Full-time Faculty, Associate Degree in Nursing,
 School of Nursing, College of Nursing and Health Sciences,
 Excelsior University, Albany, NY*

KAITLIN KNIGHT, MSN, RN, PCCN-K
 (Nursing Education, Sacred Heart University)
*Nursing Skills Lab Instructor, School of Nursing,
 College of Nursing and Health Sciences,
 Excelsior University, Albany, NY*

KRISTINA MCCALL, PhD, RN
 (Nursing Education, Walden University)
*Full-time Faculty, Associate Degree in Nursing,
 School of Nursing, College of Nursing and Health Sciences,
 Excelsior University, Albany, NY*

BRIAN PERVIS, DNP, AP-PMN, WCC, APRN
 (Doctor of Nursing Practice, Capella University)
*Full-time Faculty, College of Nursing and Health Sciences
 Excelsior University, Albany, NY*

KRISTY ROWLEY, DNP, MSN-ED, RN
 (Nursing Education, Western Carolina University)
*Full-time Faculty, College of Nursing and Health Sciences
 Excelsior University, Albany, NY*

LESLIE SHURTS, PhD
 (Nursing, New Mexico State University, Las Cruces, NM)
*Full-time Faculty, Nursing, College of Nursing and
 Health Sciences, Excelsior University, Albany, NY*

TAMMY ZYBELL, DNP, MBA, RN
 (Healthcare Systems Leadership, Chamberlain University)
*Associate Dean, School of Nursing, College of Nursing
 and Health Sciences, Excelsior University, Albany, NY*

ADVISORY COMMITTEE TO THE EXCELSIOR UNIVERSITY SCHOOL OF NURSING

DEBORAH ELLIOTT, RN, MA
*Executive Director,
 Foundation of New York State Nurses, Guilderland, NY*

DEBRA FIELDS, RN, BS
*Director, Access, Capacity, and Demand Management,
 Saratoga Hospital, Saratoga Springs, NY*

KATHY HALE, RN, MS
*Executive Director, Northeast Multistate Division,
 ANA, Albany, NY*

LORI HOFFMAN-HOGG RN, MS, CNS, AOCN
*VHA National Oncology Clinical Advisor,
 VA Central Office and Cancer Program
 Director, Stratton VA Medical Center, Albany, NY*

JAMES HOPSICKER, RPh, MBA
*Vice President of Pharmacy Services,
 MVP Health Care, Schenectady, NY*

PAULA NEGRI, MS, RN
*Principal, Health Careers and Services,
 Capital Region BOCES, Albany, NY*

PATRICIA NEWELL-HELFAANT, MS, RN
*Nurse Leadership,
 St Peter's Health Partners, Albany, NY*

PAMELA SLATTERY MS, RN
*Academic Coordinator and Director, Project Learn,
 Albany Medical Center Hospital, Albany, NY*

MARY THERRIAULT, RN, MS
*Senior Director, Quality and Research Initiatives
 Healthcare Association of New York, Rensselaer, NY*

JEAN MOORE
*Director, Center for Health Workforce Studies,
 School of Public Health, University
 at Albany, Rensselaer, NY*



7 Columbia Circle, Albany N.Y. 12203-5159

PH: 888.647.2388 • excelsior.edu

College of Nursing and Health Sciences Catalog • rev. 1/2024 • EX: 0571