Cover Page for the Fall 2024 Catalog Changes

The following policies were edited for the Fall 2024 Catalog:

Admissions Policies
- Direct Admission to the DNP for Current FNU Students

Academic and General School Policies
- Emergency Academic Hiatus (EAH)
- Return from an Academic Hiatus (Non-Emergency) or Emergency Academic Hiatus
- Course Registration Policy and Procedure
- Examination Policies

Tuition & Fees
- Frontier Bound / DNP Frontier Bound Orientation Fee*
- Virtual Frontier Bound Fee (DNP)*
- Gap Analysis fee
-
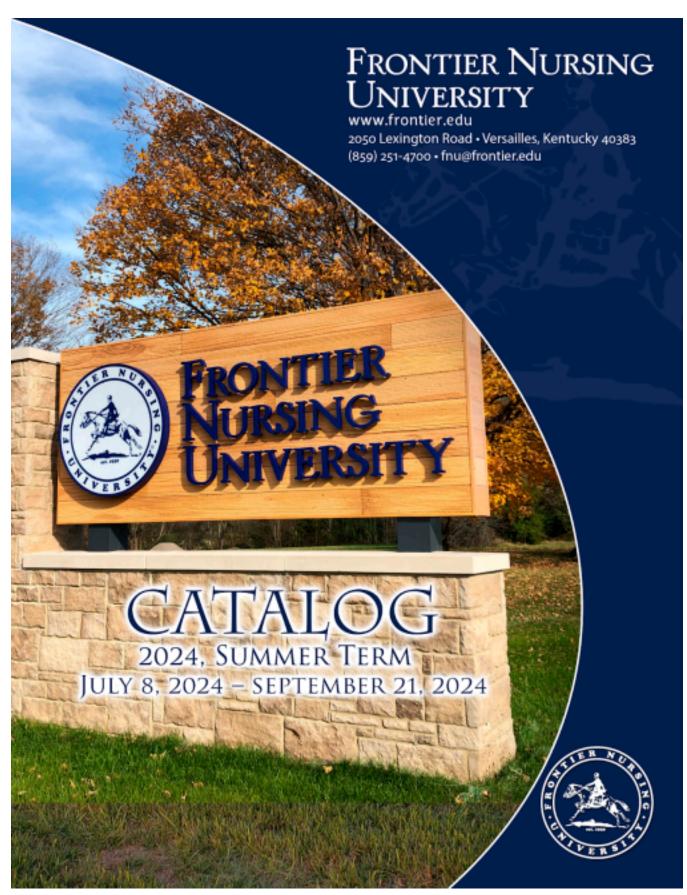
Course Descriptions & Prerequisites
- DNP801 Fundamentals of Business and Finance in Advancing Healthcare-updated course description and prerequisite
- DNP805 Leadership and Organizational Dynamics updated prerequisite
- DNP851 DNP Scholarly Project Planning updated prerequisite
- FNP 717 FNP Final Comprehensive Review updated prerequisite
- FNP752 Clinical Practicum II updated prerequisite
- FNP753 Clinical Practicum III updated prerequisite
- MH717 PMHNP Final Comprehensive Review updated prerequisite
- MH752 Clinical Practicum II updated prerequisite
- MH753 Clinical Practicum III updated prerequisite
- NM717 Nurse-Midwifery Final Comprehensive Review updated prerequisite
- NM752 Clinical Practicum II updated prerequisite
- NM753 Clinical Practicum III updated prerequisite
- WH700 Role of the Women's Health Nurse Practitioner updated prerequisite ●
WH717 Women's Healthcare Final Comprehensive Review updated prerequisite ●
WH752 Clinical Practicum II updated prerequisite
- WH753 Clinical Practicum III updated prerequisite
- PC702 Epidemiology and Biostatistics RETIRED
- PC713 Principles of Independent Practice RETIRED
- PC718 Evidence Based Practice RETIRED

FRONTIER NURSING UNIVERSITY

www.frontier.edu
2050 Lexington Road · Versailles, Kentucky 40383
(859) 251-4700 · fnu@frontier.edu

CATALOG
2024, SUMMER TERM
JULY 8, 2024 – SEPTEMBER 21, 2024

Students are expected to abide by all of the policies stated in the Frontier Nursing University (FNU) Catalog. These policies are subject to change at any time and, unless otherwise noted, the revised or additional policies will apply to all students. Students will be notified of changes to the FNU Catalog via the Banyan Tree web portal (http://portal.frontier.edu). Upon being notified of changes, students are responsible for downloading and reading the most recent version of the FNU Catalog.

Accreditations

Frontier Nursing University (FNU) is accredited by the **Commission on Colleges of the Southern Association of Colleges and Schools** to award master's degrees and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about accreditation of FNU.

Frontier Nursing University is licensed by the **Kentucky Council of Postsecondary Education** (1024 Capital Center Drive, Suite 320, Frankfort, KY 40601; Tel: 502-573-1555) to offer a Doctor of Nursing Practice degree and both certificates and a Master of Science in Nursing (MSN) for nurse-midwifery, family nurse practitioner, women's health care nurse practitioner specialties and psychiatric-mental health nurse practitioner specialties.

The nurse-midwifery post-graduate certificate program and master's program are accredited by the **Accreditation Commission for Midwifery Education (ACME) ,** 8403 Colesville Road, Suite 1230, Silver Spring, MD 20910-6374; Tel: 240-485-1803, **acme@ACNM.org; www.midwife.org/acme**

The Doctor of Nursing Practice, the Master of Science in Nursing, the Post-Graduate Certificate nursing programs, including the nurse-midwifery, family nurse practitioner, psychiatric-mental health nurse practitioner, and women's health care nurse practitioner tracks at Frontier Nursing University in Versailles, KY are accredited by the **Accreditation Commission for Education in Nursing (ACEN).**
Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404-975-5000

> The most recent accreditation decision made by the ACEN Board of Commissioners for the Doctor of Nursing Practice, the Master of Science in Nursing program and the post-graduate certificates, including the nurse-midwifery, family nurse practitioner, psychiatric-mental health nurse practitioner, and women's health care nurse practitioner nursing programs is Continuing Accreditation.
> View the public information disclosed by the ACEN regarding this program at
> http://www.acenursing.com/accreditedprograms/programsearch.htm

Guaranty Bond

The Guaranty Bond is maintained on file with the Executive Vice President for Finance and Facilities of FNU at 2050 Versailles Road, Versailles, KY 40383. The Guaranty Bond is available for review upon request during normal business hours by any and all interested parties.

Civil Rights Notice of Non-Discrimination

Frontier Nursing University (FNU) is in full compliance with section 602 of Title VI of the Civil Rights Act of 1964. The FNU staffing policies, education programs and services rendered are administered uniformly without regard to and does not discriminate on the basis of race, color, religion, national origin, sex, physical or mental disability, sexual orientation, citizen status, pregnancy, genetic information, age, past, present, or future service in the Uniformed Services of the United States whether the individual is a smoker or nonsmoker, or any other basis prohibited by local, state, or federal law. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

FNU Human Resource Director
Title IX Coordinator
2050 Lexington Road

Versailles, KY 40383
Phone (859) 251-4740
email: **latoshia.daniel@frontier.edu**

About Frontier Nursing University

Mission

Frontier Nursing University is a private, non-profit, non-residential graduate school of nursing offering community-based, distance education programs leading to the Doctor of Nursing Practice degree, the Master of Science in Nursing Degree and/or post-graduate certificates in advanced practice nursing specialties. Our mission is to provide accessible nurse-midwifery and nurse practitioner education that integrates the principles of diversity, equity, and inclusion. We transform healthcare by preparing innovative, ethical, compassionate, and entrepreneurial leaders to work with all people with an emphasis on rural and underserved communities.
Adopted FNU Board of Directors 1/5/2011, Revised January 25, 2023

This mission is accomplished by:
- Offering a structured off-campus program of nurse-midwifery and nurse practitioner graduate and certificate education to nurses who choose to learn in their community and/or learn best through self-directed, independent study.
- Preparing nurse-midwives and nurse practitioners to establish and/or manage a practice including innovative methods of providing primary care services.
- Providing commitment and collaboration between FNU's centralist academic structure and community-based clinical preceptors.
- Contributing to faculty and student development of scholarship in the areas of midwifery and advanced practice nursing education, practice and service.

Adopted FNU Board of Directors 10/17/2008

Vision Statement

Continually improve our status as a center of excellence for Midwifery and Nurse Practitioner Education.

Values

C Compassion
I Innovation
R Reflection
C Community
L Legacy
E Excellence
U Uniqueness
P Primary Care

Elaboration of the Vision

- Continue leadership in educating nurse-midwives and nurse practitioners to work in rural and other underserved areas.
- Maintain excellence in educating nurse-midwives and nurse practitioners in primary care. ● Demonstrate innovation in community-based distance education through the Community of Inquiry (CoI) model.
- Foster a culture of respect and service throughout the community.
- Plan for responsible and sustainable growth.
- Maintain responsible business and fiscal stewardship.
- Advance the legacy of Mary Breckinridge and the Frontier Nursing Service.

adopted Board of Directors 1/5/2011

Philosophy

The faculty of Frontier Nursing University (FNU) ascribe to a philosophy that includes the following beliefs:

Person

Individuals are unique, holistic beings, complex in nature with innate worth and dignity. As integrated biophysical, psychological, spiritual and socio-cultural beings, they are in constant interaction with an internal/external environment. Individuals have inherent power to be self-directed, to adapt behavior to work towards the highest potential for wellness, and to attain personal meaning for their lives within the context of their families and communities.

Environment

An individual's environment is comprised of biophysical, psychological, sociocultural and spiritual dimensions. The way in which an individual responds to the environment affects a person's level of wellness. The environment can be altered to positively affect a person's health.

Health

Health is a dynamic process reflecting one's biophysical, psychological, socio-cultural and spiritual state. Health is maximized when an individual's optimum level of wellness is promoted, maintained or restored.

FNU fosters a commitment to holistic care and facilitates the development of assessment and management skills necessary for practice in an advanced health care provider role. Comprehensive, safe, and culturally sensitive primary health care that emphasizes prevention, is a right of all people. It addresses the ongoing and evolving needs of the family and the community. When individuals, families and communities are active in planning and developing health care systems to meet their needs, providers and institutions become more sensitive to their concerns.

Nursing

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. A primary

focus of nursing is health promotion and disease prevention.

Nursing is a relational practice that applies theoretical knowledge that includes the discipline of nursing, the sciences as well as arts and humanities.

Advanced practice nursing focuses on providing specialized care to clients in a variety of settings. The advanced practice nurse uses expanded knowledge and skills that require increased depth of critical thinking to address complex health care challenges. The scope of practice includes independent decision-making and management. Advanced practice nursing requires excellent communication skills needed to develop therapeutic relationships with clients and in order to effectively participate in consultation, collaboration or referral within a system of health care delivery.

Education

FNU assumes that undergraduate nursing education includes the science of nursing and incorporates knowledge from the humanities, and behavioral, physical, and social sciences.

In a perspective that places family needs in the center, the art and science of nurse-midwifery and nurse practitioner education evolves from a solid base of knowledge and skills acquired through a combination of study, observations and experiences that provide the way for safe and thoughtful health care, wherein choices and control reside within the family.

FNU supports multi-disciplinary collaboration both in education and practice. Inherent in the commitment to service and education is the obligation to participate in research. It is through research that valuable insights are made into clinical practice, teaching-learning methods and primary health care delivery.

Education at FNU is further based on the belief that:
- Nurse-midwifery and nurse practitioner education has essential content that is shared across the curriculum. The communication and collaboration of the faculty in the development and operations of the programs of FNU exemplify this belief.
- Learning occurs at a rate which varies with individuals. Learning is effective when self-directed, and with students assuming major responsibility for their own learning practice and evaluation. Learning is enhanced by essential structure that supports progress, motivation, and allows for various effective teaching strategies.
- Learning professional skills and responsibilities is enhanced through a clearly defined program of study implemented by master professional preceptors regardless of geographic location.
- Adult learners are self-motivated. They draw upon multiple experiences, which may not fit traditional learning structures. Faculty members guide a community of learners.
- Community-based education meets the needs of those learners for whom conventional residential education programs are not available or who learn best through directed independent study. ● The goal of the faculty of FNU is to foster autonomous learners who have the skills to think critically. Critical thinking skills are necessary for accurate assessment, diagnosis and management of client problems.
- The faculty/student relationship is characterized by mutual respect, responsibility and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication. Faculty offer support, facilitate learning and are role models for students.

Statement of Scholarship

Scholarship at Frontier Nursing University (FNU) is defined as those activities that systematically advance the teaching, research, and practice of midwifery, family nursing and women's health care through rigorous inquiry. We concur with Boyer's (1990) assertion that:

> "Theory leads to practice. But practice also leads to theory. And teaching at its best shapes both research and practice. Surely scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice and communicating one's knowledge effectively to students."

At FNU, the scholarship of teaching, research and practice are all valued equally. We believe that the integration of teaching, research and practice creates the optimal environment for educating students. As described by Boyer, scholarship at FNU may include the following activities:

Discovery - the pursuit of inquiry and investigation in search of new knowledge.

Integration - making connections across disciplines and advancing knowledge through synthesis.

Application – applying knowledge to the social issues of the times in a dynamic process that generates and tests new theory and knowledge

Teaching – transmitting, transforming and extending knowledge

For our work to be considered scholarly it must meet the following criteria as described by Boyer (1990):
1. Clear goal;
2. Adequate preparation (investigation of what is known);
3. Appropriate method (disciplined and systematic);
4. Significant contribution;
5. Effective presentation;
6. Reflective critique.

We continue to explore a broad definition of the term "scholarly work" that includes a wide variety of activities that contribute to the advancement of knowledge. We are committed to using these six criteria to define and evaluate

our scholarly work. References Boyer, E. (1990). Scholarship reconsidered: Priorities for the professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Scholarly Agenda 2012

The faculty of FNU has established a scholarly agenda that is consistent with the mission of FNU: Our mission is to provide accessible nurse-midwifery and nurse practitioner education to prepare competent, entrepreneurial, ethical, and compassionate leaders in primary care to serve all individuals with an emphasis on women and families in diverse, rural, and underserved populations.

Thus, the scholarly agenda at FNU has two separate but interrelated foci:

Focus One
Improve health care services and the health status of women, children and families with a special emphasis on rural and underserved communities.

Focus Two
Develop and evaluate methods for educating nurse-midwives and nurse practitioners with a special emphasis on distance and online education.

Rev. 12-4-12

History

The Frontier Graduate School of Midwifery was started in 1939 by the Frontier Nursing Service (FNS) as a part of its demonstration project in the care of the mother and child in rural areas of Kentucky. When FNS began using nurse-midwives in the United States in 1925, it was able to secure a qualified staff in only two ways, by sending the American nurses to Great Britain for graduate training or by enlisting British nurses already qualified as midwives. In the early years, the FNS offered scholarships to American nurses to go to Great Britain for training in nurse-midwifery, and recruited British nurse-midwives.

From the beginning, Mary Breckinridge viewed nurse-midwifery as central to health care. When World War II started in 1939, a number of the British members of the FNS staff wished to return to their homes. Under war conditions, it was not possible to continue to send American nurses to Great Britain. The FNS immediately put into operation its plan for a graduate school of nurse-midwifery. The Frontier Graduate School of Midwifery enrolled its first class November 1, 1939. Frontier Nursing University has been in continuous operation since that time.

As the number of births decreased in Leslie County during the 1980s it became difficult to support a traditional midwifery program. In 1989 the nurse-midwifery program was transferred to the University of New Mexico. That class graduated on October 27, 1991 under the flag of Frontier Nursing University (FNU). During this time period, the Community-based Nurse-midwifery Education Program (CNEP) began as a pilot project funded by the PEW

Foundation. The development of the CNEP was originally a cooperative effort of the Maternity Center Association (MCA), the National Association of Childbearing Centers (NACC), Frances Payne Bolton School of Nursing, Case Western Reserve University (FPBSON/CWRU) and the Frontier Nursing Service (FNS). The goal was to enable nurses to remain in their communities while obtaining graduate education as nurse-midwives and ultimately increase the number of practicing nurse-midwives working in underserved areas. The pilot project was very successful. In 1990, FNU recognized that the CNEP model of education matched its own goals and mission. The President of the School and the Board of Directors voted to adopt the CNEP as its nurse-midwifery education program in 1991. Since then CNEP has graduated over 1,775 nurse-midwives.

In the late 1960s as birth control options became more available and a wider array of health care treatment options were developed, the Frontier Nursing Service recognized that a different type of provider was needed. This provider would not provide birthing services but would provide a wide array of primary and chronic health care services to the entire family.

At this time FNU developed the first family nurse practitioner (FNP) program in the United States. In 1970, the name of the School was changed to Frontier School of Midwifery and Family Nursing to reflect the addition of the FNP program. The last classes to graduate from the traditional nurse-midwifery and family nurse practitioner

programs were in August of 1990. The family nurse practitioner program was discontinued at that time at the school focused on developing the distance learning nurse-midwifery education program.

The Community-Based Nurse-Midwifery Education Program was so successful in providing the opportunity for graduate education to nurses living in their own communities, the school leadership decided to re-establish the family nurse practitioner program using the same community-based model. The Community-based Family Nurse Practitioner (CFNP) education program was established in 1999. With the acceptance of CFNP class 1 in 1999, FNU came full circle in its mission to educate nurses to provide primary care that is comprehensive, safe, and culturally sensitive. In 2003 FNU transitioned the programs from certificate programs to begin a Master of Science in Nursing (MSN) program with two tracks: nurse-midwifery and family nurse practitioner. In 2005, FNU added the Women's Health Care Nurse Practitioner track to the MSN options and added post-graduate certificates (PGC) for all three tracks.

In October 2004, the members of the American Association of Colleges of Nursing (AACN) endorsed the Position Statement on the Practice Doctorate in Nursing which called for moving the level of preparation necessary for advanced nursing practice roles from the master's degree to the doctorate level by the year 2015. FNU moved forward with plans to include the addition of a Post-Master's Doctor of Nursing Practice (PM-DNP) in the program offerings in 2007. The first class of DNP students enrolled in October 2008. The introduction of the PM-DNP ensures that FNU remains a leading institution in advanced practice nursing education and offers quality programs at all levels to nurse-midwives and nurse practitioners throughout the country.

On July 1, 2011 the Frontier School of Midwifery and Family Nursing officially changed its name to Frontier Nursing University to better reflect its status as a graduate school of nursing.

In January 2014, Frontier Nursing University began offering a newly developed Master of Science in Nursing degree and post-graduate certificate that incorporated many of the DNP Essentials. The MSN+DNP and PGC+DNP programs of study contained nine (9) hours of coursework that was also applicable to the DNP program of study. FNU graduates completing the new curriculum were eligible to enter the shortened, also newly created, Companion DNP program of study. The first cohort of students entered the Companion DNP in January 2016. The new programs of study allowed MSN and PGC graduates to sit for the national certification exam prior to transitioning into the DNP and was implemented as a way to offer students a quicker pathway to becoming doctorally prepared leaders in healthcare during a time when many professional organizations were discussing the possibility of the DNP as entry to practice.

In 2016, in an effort to meet the needs of a shortage of mental health workers, the Psychiatric-Mental Health Nurse Practitioner specialty track was developed. This would be the fourth specialty track for the MSN program. The first class was admitted January 1, 2017.

In January 2017, FNU decoupled the PGC+DNP program of study. This change allowed post-graduate certificate students a faster pathway to completing the certificate before continuing into the DNP, if desired.

Beginning January 2023, FNU decoupled the MSN+DNP coursework. Students who enter the MSN as of January

2023 no longer complete any DNP coursework during the MSN program of study. MSN students who completed the requisite DNP coursework while in the MSN will have the option to apply to enter the FNU Companion DNP until October 2026, afterwhich the Companion DNP program of study will be retired.

School Song

Verse 1:
And therefore we have come, to join hands and hearts together
To give gentle care to families, united we learn. (Chorus)

Verse 2:
And when we have completed, this task that we have before us
Our culture of caring will circle the globe. (Chorus)

Chorus:
For the babies and for the mothers, the fathers and for the brothers,
The sisters and all the others, we come here to learn.

Board of Directors

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Frontier Nursing Service

Mary Breckinridge established the Frontier Nursing Service (FNS) in Leslie County, Kentucky in 1925, introducing the first nurse-midwives to the United States. Riding horses up mountains, through fog, flood, or snow the FNS nurses brought modern healthcare to one of the poorest and most inaccessible areas in the U.S. Mary Breckinridge demonstrated that care provided by nurse-midwives acting as both public health nurses and midwives to the total family would drastically cut infant and maternal mortality as well as morbidity and mortality for the entire community. A more detailed account of FNS may be found at their website: **Frontier Nursing Service**

Department of Midwifery and Women's Health

Description

The purpose of the Department of Midwifery and Women's Health is to prepare nurse-midwives and women's health nurse practitioners to care for individuals and families with a focus on those residing in rural or other underserved areas by offering a structured off-campus Community-based Nurse-midwifery Education Program (CNEP) and the Community-based Women's Health Care Nurse Practitioner (CWHNP) Education Program with an across the lifespan population focus.

Students in the CNEP receive a master's of science (MSN) with a nurse-midwifery concentration. A post-graduate certificate (PGC) option in nurse-midwifery is also available for students who have already completed a MSN. CNEP graduates are eligible to take the national certification examination given by the American Midwifery Certification Board (AMCB) as soon as they complete all requirements for the MSN or post-graduate certificate.

Students in the CWHNP program receive master's of science (MSN) with a women's health care nurse practitioner concentration. A post-graduate certificate (PGC) option as a WHNP is also available. CWHNP program graduates are eligible to take the national certification examination for women's health care nurse practitioners given by the National Certification Council (NCC) as soon as they complete all requirements for the MSN or post-graduate certificate.

Purpose

The purpose of the Department of Midwifery and Women's Health is to significantly increase the numbers of nurse-midwives and women's health care nurse practitioners to meet the needs of women and families residing in all areas with a particular focus on rural and underserved areas as well as those choosing birth center care by:

- Offering a structured distance-learning education program for nurse-midwives and women's health care nurse practitioners to nurses who choose to learn in their communities.
- Commitment and collaboration between FNU's centralist academic structure and community-based clinical preceptors.
- Demonstrating innovative non-traditional models for completion of graduate education through our community-based distance education program.
- Preparing entrepreneurial advanced-practice nurses who are leaders in healthcare delivery.

Philosophy

Health is a dynamic process reflecting one's physical, mental, and socio-cultural state. Together these parameters determine a person's well-being and risk of illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Continuity of care for the childbearing family and for women throughout their childbearing years and beyond with an emphasis on education, safety, comfort, and satisfaction, is the right of every woman. It is our firm belief that women have access to safe and sensitive health care where they are active participants in their care.

Education for nurse-midwives and women's health care nurse practitioners that is offered by a qualified faculty with a curriculum comparable or superior to academic standards established by the professions may take place in a variety of settings.

Active clinicians in a variety of settings can be prepared to serve as preceptors.

Learning occurs at a rate that varies with individuals. It is effective with students assuming major responsibility for their own learning practice and evaluation while supported by engaged, qualified faculty.

Adult learners are self-motivated drawing upon multiple experiences that may not fit traditional learning structures. The community is their classroom and provides a rich learning environment.

The faculty-student relationship is a reflection of the nurse-midwife or nurse practitioner/client relationship in that it consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

CNEP and CWHNP are joint ventures between students, their families, and faculty. We are a "community" dedicated to the goal of improving the quality and accessibility of healthcare to women and children by increasing the numbers of nurse-midwives and women's health care nurse practitioners who can provide safe, sensitive care to women and families.

The Department of Midwifery and Women's Health Care is committed to the recruitment and retention of faculty and students from underrepresented populations who express their dedication to service within their own Communities.

Nurse-Midwifery (CNEP) End of Program Student Learning Outcomes (EPSLO)

In addition to meeting either the MSN or PGC End of Program Student Learning Outcomes (as defined in the Academic Offerings section of this catalog), CNEP students will meet the following:

Health Promotion
- **Definition:** Health promotion enables people to increase control over their own health. It covers a wide range of social and environmental interventions that are designed to benefit and protect individual people's health and quality of life by addressing and preventing the root causes of ill health, not just focusing on treatment and cure. (WHO, 2020)
- **EPSLO:** Demonstrate health promotion across the lifespan while promoting normal physiologic and developmental processes, advocating for non-intervention in normal processes in the absence of complications, and decreasing disparities through the provision of equitable care.

Safety and Quality Improvement
- **Definition:** Quality improvement (QI) is the framework used for systematically improving the way healthcare is delivered to clients. Safety is the prevention of errors and adverse effects associated with health care (WHO, 2020).

- **EPSLO:** Collaborate with the interprofessional team to optimize informed choice, shared decision making, equitable care, and the right to self-determination in order to improve the quality and safety of healthcare for all clients.

Women's Health Nurse Practitioner (CWHNP) End of Program Student Learning Outcomes (EPSLO)

In addition to meeting either the MSN or PGC End of Program Student Learning Outcomes (as defined in the Academic Offerings section of this catalog), CWHNP students will meet the following:

Health Promotion
- **Definition:** Health promotion enables people to increase control over their own health. It covers a wide range of social and environmental interventions that are designed to benefit and protect individual people's health and quality of life by addressing and preventing the root causes of ill health, not just focusing on treatment and cure. (WHO, 2020)

- **EPSLO:** Demonstrate health promotion across the lifespan while promoting normal physiologic and developmental processes, advocating for non-intervention in normal processes in the absence of complications, and decreasing disparities through the provision of equitable care.

Safety and Quality Improvement
- **Definition:** Quality improvement (QI) is the framework used for systematically improving the way healthcare is delivered to clients. Safety is the prevention of errors and adverse effects associated with health care (WHO, 2020).
- **EPSLO:** Collaborate with the interprofessional team to optimize informed choice, shared decision making, equitable care, and the right to self-determination in order to improve the quality and safety of healthcare for all clients.

Department of Family Nursing

Description

The purpose of the Department of Family Nursing is to prepare family nurse practitioners to care for individuals and families with a focus on those residing in rural or other underserved areas by offering a structured off-campus Community-based Family Nurse Practitioner (CFNP) program with an across the lifespan population focus.

Students in the CFNP receive a master's of science (MSN) with a family nurse practitioner (FNP) concentration. A post-graduate certificate (PGC) option with a family nurse practitioner concentration is also available. CFNP graduates are eligible to take the national certification examination given by either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP) upon completion of all requirements for either the MSN or post graduate certificate.

Purpose

The purpose of CFNP specialty track is to educate nurse practitioners to meet the needs of families residing in all areas with a particular focus on rural and underserved areas, by:
- Offering a structured distance learning program of nurse practitioner education to nurses who choose to learn in their communities.
- Commitment and collaboration between FNU's academic structure and community-based clinical nurse practitioner preceptors.
- Demonstrating innovative non-traditional models for completion of graduate education. ●
Preparing entrepreneurial advanced-practice nurses who are leaders in healthcare delivery.

Philosophy

Health is a dynamic process reflecting one's physical, mental and socio-cultural state. Together these parameters

determine a person's well-being and risk for illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Nurse practitioner education, when it is offered by a qualified faculty and with a curriculum comparable or superior to academic standards established by the profession, may take place in a variety of settings.

Nurse practitioners in a variety of settings can be prepared to serve as preceptors.

Learning occurs at a rate that varies with individuals. It is effective with students assuming major responsibility for their own learning practice and evaluation while supported by engaged, qualified faculty.

Adult learners are self-motivated, drawing upon multiple experiences that may not fit traditional learning structures. The community is their classroom and provides a rich learning environment.

The faculty-student relationship is a reflection of the nurse practitioner/client relationship in that it consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

CFNP educational processes are a joint venture between students, their families, and faculty. We, too, are a "community," dedicated to the goal of improving the quality and accessibility of health care by educating nurse practitioners that can provide safe, sensitive care to individuals and families.

The Department of Family Nursing is committed to the recruitment and retention of faculty and students from underrepresented populations who express their dedication to service within their own communities.

Family Nurse Practitioner (CFNP) End of Program Student Learning Outcomes (EPSLO)

In addition to meeting either the MSN or PGC End of Program Student Learning Outcomes (as defined in the Academic Offerings section of this catalog), CFNP students will meet the following:

Health Promotion
- **Definition:** Health promotion enables people to increase control over their own health. It covers a wide range of social and environmental interventions that are designed to benefit and protect individual people's health and quality of life by addressing and preventing the root causes of ill health, not just focusing on treatment and cure (WHO, 2020).
- **EPSLO:** Incorporate principles of health promotion focused on decreasing disparities, illness prevention, disease management, and a return to individualized optimal health through the provision of equitable care.

Health Policy
- **Definition:** The set of legislative, governmental or institutional decisions pertaining to health whether made at local, state, national, and global levels that influence health resource allocation (NONPF). ● **EPSLO:** Identify strategies that affect change in health policy to improve healthcare outcomes among diverse populations.

Department of Psychiatric-Mental Health

Description

The Department of Psychiatric-Mental Health Nursing prepares psychiatric mental health nurse practitioners to care for individuals with a focus on those residing in rural or other underserved areas by offering a structured off-campus Psychiatric Mental Health Nurse Practitioner (PMHNP) program with an across the lifespan population focus.

Students in the PMHNP track receive a master's of science (MSN) with a psychiatric mental health nurse practitioner concentration. A post-graduate certificate option (PGC) with a psychiatric mental health nurse practitioner concentration is also available. PMHNP graduates are eligible to take the national certification examination given by the American Nurse Credentialing Center (ANCC) upon completion of all requirements for either the MSN or post graduate certificate.

Purpose

To develop, cultivate and graduate competent psychiatric-mental health nurse practitioners that are ready to provide comprehensive, culturally sensitive and compassionate psychiatric care to their communities by: ● Offering a structured distance-learning program of nurse practitioner education to nurses who choose to learn in their communities.

- ● Commitment and collaboration between FNU's academic structure and community-based licensed behavioral health preceptors.
- ● Demonstrating innovative non-traditional models for completion of graduate education. ● Preparing entrepreneurial advanced-practice nurses who are leaders in healthcare delivery.

Philosophy

Health is a dynamic process reflecting one's physical, mental and socio-cultural state. Together these parameters determine a person's well-being and risk for illness.

Comprehensive, safe and culturally sensitive mental health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Nurse practitioner education, when it is offered by a qualified faculty and with a curriculum comparable or superior to academic standards established by the profession, may take place in a variety of settings.

Licensed Mental Health Providers in a variety of settings can be prepared to serve as preceptors.

Learning occurs at a rate that varies with individuals. It is effective with students assuming major responsibility for their own learning practice and evaluation while supported by engaged, qualified faculty.

Adult learners are self-motivated, drawing upon multiple experiences that may not fit traditional learning structures.The community is their classroom and provides a rich learning environment.

The faculty-student relationship is a reflection of the nurse practitioner/client relationship in that it consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

PMHNP educational processes are a joint venture between students, their families, and faculty. We, too, are a "community," dedicated to the goal of improving the quality and accessibility of health care by educating nurse practitioners that can provide safe, sensitive care to individuals and families.

The Department of Psychiatric-Mental Health Nursing is committed to the recruitment and retention of faculty and students from underrepresented populations who express their dedication to service within their own communities.

Psychiatric-Mental Health Nurse Practitioner (PMHNP) End of Program Student Learning Outcomes (EPSLO)

In addition to meeting either the MSN or PGC End of Program Student Learning Outcomes (as defined in the Academic Offerings section of this catalog), PMHNP students will meet the following:

Cultural Humility

- **Definition:** Cultural humility is the process of therapeutic communication and self-critique that takes place during multicultural encounters and leads to acceptance and respect of other cultural backgrounds (Hook, Owen, Davis, Worthington Jr., & Utsey, 2013).
- **EPSLO:** Apply the process of therapeutic communication and self-critique to improve outcomes of diverse and multicultural populations.

Academic Offerings

Current Program offerings include:
- Doctor of Nursing Practice (DNP)
  - Post-Master's DNP program of study
    - Companion DNP program of study *(last admitted cohort will begin October 2026)*
- Master of Science in Nursing (MSN)
  - Community-based Nurse-Midwifery Education Program (CNEP) program of study

○ Community-based Family Nurse Practitioner (CFNP) program of study
　　　　○ Community-based Women's Health Care Nurse Practitioner (CWHNP) program of study ○ Psychiatric-Mental Health Nurse Practitioner (PMHNP) program of study
　● Post-Graduate Certificate (PGC)
　　　　○ Community-based Nurse-Midwifery Education Program (CNEP) program of study
　　　　○ Community-based Family Nurse Practitioner (CFNP) program of study
　　　　○ Community-based Women's Health Care Nurse Practitioner (CWHNP) program of study ○ Psychiatric-Mental Health Nurse Practitioner (PMHNP) program of study

See the descriptions below for details about each program option.

In January 2014, FNU introduced a new curriculum that incorporated DNP Essentials into the MSN and PGC degree. At the same time, FNU introduced a "Companion DNP" program of study designed specifically for students who completed the FNU MSN and PGC degree with the incorporated DNP Essentials. As of January 1, 2017, FNU no longer offered the PGC with the incorporated DNP coursework. As of January 2023, Frontier no longer offers the MSN with the incorporated DNP coursework. The last cohort of students admitted to the Companion DNP will be October 2026.

The details regarding academic offerings are as follows:
● Students who entered an FNU MSN or PGC degree prior to January 1, 2014 followed a curriculum that did not include coursework applicable to the DNP.
● Students who entered the FNU PGC after January 1, 2014 and before January 1, 2017 followed a curriculum that included courseworks applicable to the DNP. PGC students who completed PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, and PC713: Principles of Independent Practice during the PGC are eligible to enter the FNU Companion DNP program of study.
● Students who entered the FNU PGC after January 1, 2017 followed a curriculum that did not include coursework applicable to the DNP.
● Student who entered the FNU MSN after January 1, 2014 and before January 1, 2023 followed a curriculum that included the DNP Essentials. MSN students who completed PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, and PC713: Principles of Independent Practice during the MSN are eligible to enter the FNU Companion DNP program of study.
● Students who entered the FNU MSN after January 1, 2023 followed a curriculum that did not include coursework applicable to the DNP.
● The Companion DNP program of study is offered to eligible students who began the FNU DNP after January 1, 2016 and before January 1, 2027.

Doctor of Nursing Practice

Description
The FNU DNP program is a post-graduate program designed for family nurse practitioners, women's health care nurse practitioners, certified nurse-midwives, pediatric nurse practitioners, adult nurse practitioners, geriatric nurse practitioners and psychiatric-mental health nurse practitioners to improve skills in the areas of leadership, clinical scholarship, evidence-based practice and clinical evaluation. Didactic coursework is delivered using web-based, distance education courses allowing students to achieve their higher education goals without leaving home for classes. One on-campus orientation session is required prior to beginning studies. All students entering the DNP program must be registered nurses who have completed a master's degree in nursing or a related field

and are nationally certified as a nurse-midwife or nurse practitioner. The DNP program builds upon and expands these nurse-midwife or nurse practitioner competencies.

The DNP curriculum has been carefully constructed to incorporate the ten domains delineated by the American Association of Colleges of Nursing (AACN) (2021). The domains address the following: ● Knowledge for Nursing Practice
● Person-Centered Care
● Population Health
● Scholarship for Nursing Practice
● Quality and Safety
● Interprofessional Partnerships
● Systems-Based Practice
● Informatics and Healthcare Technologies

- Professionalism
- Personal, Professional, Leadership Development

The Essentials also feature eight concepts which are central to professional nursing practice and are integrated within and across the domains and competencies.
- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

FNU offers two curricular paths to earning the DNP. Each path has its own eligibility for entry:

Entry into the Post-Master's DNP is available to applicants who:
- completed the MSN program at FNU that did not include PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, and PC713: Principles of Independent Practice ● completed the PGC program of study at FNU that did not include PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, and PC713: Principles of Independent Practice ● or completed a MSN somewhere other than FNU.

Entry into the Companion DNP program is only available to FNU graduates who:
- completed the MSN program at FNU that included PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, and PC713: Principles of Independent Practice
- completed the PGC program of study at FNU that included PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, and PC713: Principles of Independent Practice

Purpose
The purpose of the DNP program at FNU is to prepare nurse practitioner and nurse-midwife leaders who will evaluate and improve primary care practice.

The ultimate goal of the program is to improve the health care and the health status of populations with a focus on rural and underserved communities.

Philosophy
The Doctor of Nursing Practice Program draws on the clinical expertise of the faculty and students to prepare nurses at the highest clinical level to use their knowledge and clinical expertise to impact the health care of not only the individual but also the health care of the community, the region, and the nation. The DNP program produces nursing leaders who focus on improving the health care system, improving access to care for the poor

and underserved and promoting the outcomes of NM and NP practice through the use of clinical scholarship and evidence based practice.

DNP End of Program Student Learning Outcomes

Clinical Reasoning
- **Definition:** The process by which a health care professional consciously and unconsciously interacts with the patient and environment to collect and interpret data related to social determinants of health, weigh the risks and benefits of actions, and use evidence in shared decision making to assist in developing a working diagnostic and therapeutic management plan.
- **EPSLO**: Synthesize clinical reasoning skills to assess the quality of care delivered to all individuals across diverse healthcare settings with an emphasis on translational science.

Information Literacy
- **Definition:** Information Literacy is the ability to identify an information need and to find, evaluate, assess, and use information ethically for the purpose of best practice.

- **EPSLO:** Analyze a variety of resources and the appropriateness of each in the delivery of evidence-based healthcare.

Communication and Writing
- **Definition:** The ability to act professionally while exchanging ideas, thoughts, opinions, and information in oral and written formats.
- **EPSLO:** Employ effective and professional communication and dissemination of scholarship to enhance healthcare delivery and improve population or system outcomes.

Health Equity
- **Definition:** "The state in which everyone has the opportunity to attain full health potential and no one is disadvantaged from achieving this potential because of social position or any other socially defined circumstance" (NASEM, 2017).
- **EPSLO:** Implement healthcare delivery paradigms that promote the provision of equitable care for all people.

Evidence-Based Practice
- **Definition:** EBP is the integration of clinical expertise, patient values, and the best evidence into the shared decision-making process. Clinical expertise is the clinician's accumulated experience, education, and clinical skills. The patient contributes his or her own personal and unique concerns, expectations, and values. The best evidence is found in clinically relevant research that has been conducted using sound methodology.
- **EPSLO:** Construct quality improvement initiatives designed to integrate best evidence, leading to the continual improvement and delivery of quality healthcare.

Leadership
- **Definition:** Leadership influences health care delivery through multiple theories and principles. Focus is on leadership approaches, principles, competencies, and styles with emphasis on teamwork, communication, decision-making, and organizational values within a health care system.
- **EPSLO:** Integrate leadership principles to assess and improve health care organizational processes, effect change, and improve interpersonal group dynamics.

On-Campus Attendance for the DNP

Students entering the DNP program via the traditional admissions process have one (1) required on-campus activity.

Prior to beginning the curriculum, all DNP students entering the program via Standard Admission (as described in the Admission Policies section of this catalog) will attend an in-person orientation to the program and the university known as Frontier Bound. While at Bound, students participate in activities designed to prepare them for their first term as a doctoral student at FNU including orientation to their coursework.

All FNU alumni entering the DNP program via Direct Admission (as described in the Admission Policies section of this catalog) will attend a one-day virtual orientation Bound. Direct Admission students are not required to physically attend a Bound prior to beginning the program.

FNU alumni who were actively enrolled as a student within the last two years may request to attend the one-day virtual DNP Frontier Bound rather than the in-person DNP Frontier Bound.

Returning DNP students who were actively enrolled in the FNU DNP program within the last two years may request to be excused from DNP Frontier Bound.

To obtain permission to be excused from attending DNP Frontier Bound, the applicant must contact an Enrollment Coordinator in the Admissions Services Officer to initiate the process. The applicant must submit a statement with their petition for the exception to the DNP Frontier Bound attendance policy. The statement should indicate the applicant's knowledge of current Frontier Bound content relative to the new academic program and any additional individual applicant needs. The DNP Program Director will determine if the applicant may be excused or if attendance at DNP Frontier Bound is required. The decision of the DNP Program Director is final.

The required trip to Campus is a special event in the FNU experience and each student is expected to participate fully in all sessions and activities. The student is responsible for all content, skills, and costs of making up or

completing the Bound objectives if any time is missed. To receive credit for class work missed for any reason, the student must fulfill the Bound objectives by special arrangement with the DNP Program Director. If a student knows they will need to miss any campus sessions, the DNP Program Director should be contacted prior to the campus visit to discuss the possibility of special arrangements.

Students are expected to stay on campus for the required trips. Students may elect to stay off campus but will miss opportunities to connect with fellow students and build relationships that support their success at FNU. There is no reduction in fees for staying off campus Students with breastfeeding children or infants under six months may make accommodations to stay in the family-designated housing on campus (See the Children on Campus policy in this Catalog).

PM-DNP Curriculum Overview

The PM-DNP program is 30 semester credits. These include 8 credits (360 contact hours) of clinical practicum. The curriculum is delivered using distance education strategies. Students will present an oral presentation of their quality improvement projects to their practice stakeholders, student colleagues, and faculty. Information about admission into the PM-DNP program can be found in the Admissions Policies section.

PM-DNP Program Plan: Advancing Leadership and Scholarship

(20 didactic credits – 10 clinical credits)

DNP802 Population Health (3)
DNP800 Nurse as Educator (3)
DNP801 Fundamentals of Business and Finance in Advancing Healthcare (3)
DNP804 Advanced Evidence Based Practice in Nursing (3)
DNP803 Ethics and Health Policy (3)
DNP805 Leadership and Organizational Dynamics (3)
DNP850 DNP Scholarly Project Preparation (1)
DNP851 DNP Scholarly Planning (4)
DNP852 DNP Scholarly Project Implementation (4)
DNP853 DNP Scholarly Project Dissemination (3)

Students have the option of completing the 30 credits of the PM-DNP program by following a 6-term program of study.

Companion DNP Curriculum Overview

Starting January 1, 2014, Frontier's MSN and PGC curriculum was designed to integrate many of the DNP Essentials allowing FNU graduates who are completing the MSN to continue directly into the Companion DNP (CDNP) program. The Companion DNP is only available to FNU MSN and PGC graduates who completed PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, and PC713: Principles of Independent Practice during the FNU MSN or PGC. Information about admission into the CDNP program can be found in the Admissions Policies section.

Starting January 1, 2017, the FNU PGC curriculum no longer included coursework applicable to the DNP. Students entering and completing the FNU PGC program of study after January 1, 2017 are not eligible for the Companion DNP curriculum.

Starting January 1, 2023, the FNU MSN curriculum no longer includes coursework applicable to the DNP. Students entering and completing the FNU MSN program of study after January 1, 2023 are not eligible for the Companion DNP curriculum. The last cohort of students to be admitted to the CDNP program of study will be those beginning in October 2026.

Eligible FNU graduates may apply to begin the Companion DNP coursework immediately after completing the MSN degree or take time off between the completion of the MSN and the beginning of the CDNP. The length of time taken between completing the MSN or PGC and starting the CDNP will determine the necessary steps for admission into the CDNP program. Information about Direct Admission entry into the CDNP or admission into the CDNP program after a break in studies can be found in the Admissions Policies section.

All students enrolled in the Companion DNP must pass the certification examination for nurse-midwife or nurse practitioner licensure no later than the end of the first term of the Companion DNP.

Companion DNP Program Plan: Advancing Leadership and Scholarship **(11 didactic credits – 10 clinical credits)** *(plus 9 didactic credits earned during the FNU MSN or FNU PGC)*

DNP800 Nurse as Educator (3)
DNP803 Ethics and Health Policy (3)
DNP805 Leadership and Organizational Dynamics (3)
DNP850 DNP Scholarly Project Preparation (1)
DNP851 DNP Scholarly Project Planning (4)
DNP852 DNP Scholarly Project Implementation (4)
DNP853 DNP Scholarly Project Dissemination (3)

Students have the option of completing the 21 credits of the CDNP by following either a 4-term or 5-term program of study.

Master of Science in Nursing

Description

Frontier Nursing University (FNU) offers a Master of Science in Nursing (MSN) degree and post-master's certificates (PGC) leading to education as a certified nurse-midwife (CNM), family nurse practitioner (FNP), psychiatric mental health nurse practitioner (PMHNP), and/or a women's health care nurse practitioner (WHNP). FNU seeks to meet the needs of prospective nurse-midwives and nurse practitioners who do not want to leave their home communities to obtain the graduate education they desire to fulfill their professional aspirations. Didactic coursework is delivered using web-based, distance education courses allowing students to achieve their higher education goals without leaving home for classes. Using clinics, hospitals, and preceptors in their own community allows students to get the hands-on clinical experience required for these exciting health care professions. Two on-campus sessions are required, including an orientation prior to beginning studies, and intensive skill workshops prior to beginning the clinical practicum.

Between January 1, 2014, and January 1, 2023, Frontier Nursing University (FNU) offered a program plan for the Master of Science in Nursing (MSN) degree with integrated DNP Essentials. Because selected DNP Essentials were taught during the MSN, the Frontier MSN graduate who entered the university during this timeframe has the option to transition to the shortened Companion Doctor of Nursing Practice (DNP) program of study at FNU. Details about the Companion DNP degree can be found in the Doctor of Nursing Practice section of this catalog.

Starting January 1, 2023, the FNU MSN curriculum no longer includes coursework applicable to the DNP. Students entering and completing the FNU MSN program of study after January 1, 2023 are not eligible for the Companion DNP curriculum.

The MSN degree is designed for nurses who have either a baccalaureate degree or an associate degree in nursing and are seeking to obtain national certification as a certified nurse-midwife (CNM), family nurse practitioner (FNP), psychiatric-mental health nurse practitioner (PMHNP) and/or a women's health care nurse practitioner (WHNP). Students completing the MSN are eligible to sit for the appropriate national certification exam.

Purpose

The purpose of the MSN is to prepare nurse practitioner and nurse-midwife clinicians and leaders who will practice, evaluate and improve primary health care. The ultimate goal of the program is to improve the health care and the health status of populations with a focus on rural and underserved communities.

Philosophy

The MSN produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of certified nurse- midwives (CNMs) and nurse practitioners (NPs) practice through the use of clinical scholarship and evidence based practice.

Health is a dynamic process reflecting one's physical, mental, and psychosocial state. Together these parameters determine a person's well-being and risk of illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Continuity of care with emphasis on education, safety, comfort, and satisfaction, is the right of every family. It is our firm belief that families should have access to safe and sensitive health care where they are active participants in their care.

Education for nurse-midwives and nurse practitioners that is offered by a qualified faculty with a curriculum comparable or superior to academic standards established by the professions may take place in a variety of settings.

Active clinicians in a variety of settings can be prepared to serve as preceptors.

Adult learners are self-motivated drawing upon multiple experiences which may not fit traditional learning structures.

The community is the classroom for the student. Community-based education meets the needs of those learners for whom conventional residential programs are not available, or who learn best through self-directed study, and provides a rich learning environment for the student.

The faculty-student relationship consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

The educational programs are joint ventures between students, their families, and faculty. We are a "community" dedicated to the goal of improving the quality and accessibility of healthcare to women and children by increasing the numbers of nurse-midwives and women's health care nurse practitioners who can provide safe, sensitive care to women and families.

MSN End of Program Student Learning Outcomes (EPSLO)

In addition to meeting the MSN End of Program Student Learning Outcomes (EPSLO), students will meet additional EPSLOs as defined by the academic department for their specialty track (see the Department of Midwifery & Women's Health, Department of Family Nursing, and Department of Psychiatric Mental Health sections of this catalog for details).

Clinical Reasoning
- **Definition:** The process by which a health care professional consciously and unconsciously interacts with the patient and environment to collect and interpret data related to social determinants of health, weigh the risks and benefits of actions, and use evidence in shared decision making to assist in developing a working diagnostic and therapeutic management plan.
- **EPSLO**: Apply clinical reasoning skills to improve the well-being of all individuals with an emphasis on women and families in diverse, rural, and underserved populations.

Information Literacy
- **Definition:** Information Literacy is the ability to identify an information need and to find, evaluate, assess, and use information ethically for the purpose of best practice.
- **EPSLO:** Demonstrate the ability to find, evaluate, and use information ethically in the delivery of evidence-based healthcare.

Communication and Writing
- **Definition:** The ability to act professionally while exchanging ideas, thoughts, opinions, and information in oral and written formats.
- **EPSLO:** Communicate professionally and effectively in oral and written formats.

Health Equity
  - **Definition:** "The state in which everyone has the opportunity to attain full health potential and no one is disadvantaged from achieving this potential because of social position or any other socially defined circumstance" (NASEM, 2017).
  - **EPSLO:** Apply principles of health equity to improve healthcare experiences and outcomes.

Evidence Based Practice
  - **Definition:** EBP is the integration of clinical expertise, patient values, and the best evidence into the shared decision making process. Clinical expertise is the clinician's accumulated experience, education, and clinical skills. The patient contributes his or her own personal and unique concerns, expectations, and values. The best evidence is found in clinically relevant research that has been conducted using sound methodology.
  - **EPSLO:** Integrate current best evidence, clinical expertise and shared decision making for continual improvement and delivery of quality healthcare.

On-Campus Attendance for the MSN

MSN students have two (2) required on-campus activities.

Prior to beginning the curriculum, all MSN students will attend an in-person Frontier Bound, an orientation to the MSN and to the University. While at Frontier Bound, students participate in activities designed to prepare them for their first term as graduate students at FNU and are oriented to the rest of their coursework.

After completing didactic management coursework and prior to beginning clinical, students return to campus for an intensive Clinical Bound. Following successful completion of all Clinical Bound courses, students will transition into their clinical coursework.

The required trips to Campus are special events in the FNU experience and each student is expected to participate fully in all sessions and required activities. The student is responsible for all content, skills, and costs of making up or completing the Bound objectives if any time is missed. To receive credit for class work missed for any reason, the student must fulfill the Bound objectives by special arrangement with the Department Chair for Frontier Bound or Clinical Transitions Coordinator for Clinical Bound. If a student knows they will need to miss any campus sessions, the Department Chair should be contacted prior to the campus visit to discuss the possibility of special arrangements.

Students are expected to stay on campus for the required trips. Students may elect to stay off campus but may miss opportunities to connect with fellow students and build relationships that support their success at FNU. There is no reduction in fees for staying off campus. Students with breastfeeding children or infants under six months may make accommodations to stay in the family-designated housing on-campus. (See the Children on Campus policy in this Catalog).

Sequencing of the MSN Program of Study

Frontier Bound Orientation
MSN students are required to come to Versailles, Kentucky for Frontier Bound, an orientation to Frontier Nursing University (FNU). During the three-day session, students meet members of their faculty and staff, their advisor, and their fellow students. Time is spent learning skills needed for distance learning, making lifelong friends, reviewing courses, asking questions, and beginning to plan how to be a Frontier student after returning home. Frontier Bound is an experience in fun, learning, and friendship. During Frontier Bound, students stay on the beautiful FNU campus and are pampered with delicious meals. Students must attend all Frontier Bound sessions in order to be eligible to enroll in their selected program of study.

Returning students who have been actively enrolled in an FNU degree or certificate program within the last two years or current students who are transferring from one specialty track to another may request to be excused from Frontier Bound.

To obtain permission to be excused from attending Frontier Bound, the applicant must contact an Enrollment Coordinator in Admissions Services to initiate the process. The applicant will be required to submit a statement with their petition for the exception to the Frontier Bound attendance policy. The statement should indicate the applicant's knowledge of current Frontier Bound content relative to the new academic program as well as any additional individual applicant needs. The Department Chair will determine if the applicant may be excused or if attendance is required at Frontier Bound. The decision of the Department Chair is final.

MSN Program Core Curriculum and Clinical Management for Specialty Care This web-based course of study is completed in 4-8 terms depending on whether the student is taking courses at a full-time or part-time pace. Students are in frequent contact with their faculty and fellow students through email, discussion forums, virtual meeting platforms, and phone. They also receive guidance and support from their Academic Advisor and Department Chair.

Clinical Bound

Clinical Bound is designed to develop and validate beginning clinical skills. To be eligible to attend Clinical Bound, students must have completed all prerequisite courses and submitted at least one clinical site for credentialing. Submission of a minimum of one clinical site must be completed prior to the registration period in which the student is registering for Clinical Bound courses. If no clinical sites are submitted for credentialing, the student will not be allowed to register for or attend Clinical Bound. Students return to Versailles, Kentucky for this five-day/four night skills-intensive experience which includes the completion of academic coursework. During this period the student is validated as having acquired the skills necessary to begin a community-based clinical practicum. There

is also time for informal communication between faculty and students. Upon successful completion of Clinical Bound, students are eligible to begin their clinical practicum.

Clinical Practicum

After attending Clinical Bound, students begin their clinical practicum. Students provide nurse practitioner or nurse-midwifery services in their community for four to ten months under the guidance of a master clinician preceptor. The FNU Regional Clinical Faculty (RCF) will provide guidance and support during this time to the student and the preceptor. In addition, the RCF evaluates both the clinical site and preceptor to ensure excellence before the student begins the clinical experience. There are required clinical experiences that will assist the student in developing necessary clinical skills. Students may choose, or be required, to use more than one clinical site in order to receive a variety of clinical experiences. Where the volume of clients will not make the experience goals possible, the student will be expected to use more than one clinical site.

MSN Program Core Curriculum

All MSN students in every specialty track complete the following Program Core Curriculum courses in addition to the specific courses required by the specialty track.

MSN Program Core Curriculum + MSN Specialty Track management and clinical curriculum = MSN completed

MSN Program Core Curriculum (13 didactic credits)
PC701 Foundations of Equitable Care and Health Promotion (3)
PC705 Advanced Pathophysiology (3)
PC716 Advanced Physical Assessment, Clinical Reasoning, and Documentation (4)
PC707 Advanced Pharmacology Across the Lifespan (3)

Nurse-Midwifery MSN Program of Study

In the Community-based Nurse-Midwifery Education Program (CNEP), students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CNEP students work closely with the certified nurse-midwives (CNMs) in their community. The FNU has preceptor sites across the United States with more added on a regular basis.

The CNEP curriculum has a strong academic and clinical basis. In addition, the CNEP curriculum is unique in that it educates students not only to be nurse-midwives, but also to be entrepreneurs focusing on community

assessment, market research, birth center development, and budgeting for a successful practice. The CNEP also has a strong primary care component which prepares students to take care of women across the lifespan. The Master of Science in Nursing (MSN) degree and a post-master's certificate (PGC) are offered in the nurse-midwifery specialty track.

MSN CNEP Curriculum Overview

MSN Program Core Curriculum (13 didactic credits)
see MSN Program Core Curriculum section above for course details

Clinical Management for Specialty Care (26 didactic credits)
NM700 The Role of the Nurse-Midwife in Health Care Delivery Systems (3)
NM701 Gynecologic Health (3)
NM702 Care During Normal Pregnancy (3)
NM703 Primary Care for Midwives & Women's Health Care Nurse Practitioners (3)
NM704 Midwifery Care during Labor and Birth (3)
NM705 Postpartum and Newborn Care (3)
NM706 Advanced Midwifery Care in the Perinatal and Neonatal Period (4)
PC719 Psych Concepts for APRN (3)
NM717 Nurse-Midwifery Final Comprehensive Review (1)

*In response to ACEN's endorsement of the NONPF Task Force Guidelines, FNU has modified the clinical bound and clinical curriculum. The change will occur starting Winter Term, January 2025. MSN students will complete **ONE** of the following curricula, as determined by the date of Clinical Bound attendance.*

Students attending Clinical Bound and beginning clinical courses PRIOR TO 2025	Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER
Clinical Bound (1 didactic credit) NM711 Clinical Skills for Nurse-Midwifery Care (1)	**Clinical Bound (1 lab credit)** NM750 NM Clinical Bound: Transition to Clinical (1)
Clinical Practicum (15 clinical credits) NM712 Nurse-Midwifery Clinical I (3) NM713 Nurse-Midwifery Clinical II (3) NM714 Nurse-Midwifery Clinical III (3) NM715 Nurse-Midwifery Clinical IV (3) NM716 Nurse-Midwifery Clinical V (3)	**Clinical Practicum (15 clinical credits)** NM751 Nurse-Midwifery Clinical Practicum I (4) NM752 Nurse-Midwifery Clinical Practicum II (6) NM753 Nurse-Midwifery Clinical Practicum III (5)
MSN Completed: 55 credits (13 core credits + 27 didactic management credits + 15 clinical credits)	**MSN Completed: 55 credits** (13 core credits + 26 didactic management credits + 1 lab credit + 15 clinical credits)

Family Nurse Practitioner MSN Program of Study

In the Community-based Family Nurse Practitioner (CFNP) education program, students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CFNP students work closely with a family nurse practitioner and other primary care providers in their community.

The CFNP curriculum has a strong academic and clinical basis. In addition, the CFNP curriculum is unique in providing a strong foundation in understanding the business of primary care. This includes assessing a community to discover the primary care needs, learning how to develop a plan for having a fiscally viable practice, and working within the license and insurance regulations of the student's state. Women's health, including care of the childbearing woman, is a strong component of the program. The Master of Science in Nursing (MSN) degree and a post-master's certificate (PGC) are offered in the family nurse practitioner specialty track.

MSN CFNP Curriculum

MSN Program Core Curriculum (13 didactic credits)

see MSN Program Core Curriculum section above for course details

Clinical Management for Specialty Care (23 didactic credits)
FNP700 The Role of the Nurse Practitioner (3)
FNP702 Primary Care I (3)
FNP703 Gynecologic Health and Childbearing (4)
FNP704 Primary Care: Pediatrics (3)
FNP705 Primary Care II (3)
FNP706 Primary Care III (3)
PC719 Psych Concepts for APRN (3)
FNP717 FNP Final Comprehensive Review (1)

*In response to ACEN's endorsement of the NONPF Task Force Guidelines, FNU has modified the clinical bound and clinical curriculum. The change will occur starting Winter Term, January 2025. MSN students will complete **ONE** of the following curricula, as determined by the date of Clinical Bound attendance.*

Students attending Clinical Bound and beginning clinical courses PRIOR TO 2025	Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER
Clinical Bound (1 didactic credit) FNP711 Clinical Skills for Family Nurse Practitioner Care (1)	**Clinical Bound (1 lab credit)** FNP750 FNP Clinical Bound: Transition to Clinical (1)
Clinical Practicum (15 clinical credits) FNP712 FNP Clinical Skill I (3) FNP713 FNP Clinical Skill II (3) FNP714 FNP Clinical Skill III (3) FNP715 FNP Clinical Skill IV (3) FNP716 FNP Clinical Skill V (3)	**Clinical Practicum (15 clinical credits)** FNP751 FNP Clinical Practicum I (4) FNP752 FNP Clinical Practicum II (6) FNP753 FNP Clinical Practicum III (5)
MSN Completed: 52 credits (13 core credits + 24 didactic management credits + 15 clinical credits)	**MSN Completed: 52 credits** (13 core credits + 23 didactic management credits + 1 lab credit + 15 clinical credits)

Women's Health Care Nurse Practitioner MSN Program of Study

In the Community-based Women's Health Care Nurse Practitioner (CWHNP) education program, students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CWHNP students work closely with women's health care nurse practitioners, nurse-midwives, family nurse practitioners, and other primary care providers in their community.

The CWHNP curriculum has a strong academic and clinical basis. In addition, the CWHNP curriculum is unique in providing a strong foundation in understanding the business of women's health care. This includes assessing a community to discover the primary care needs, learning how to develop a plan for having a fiscally viable practice, and working within the license and insurance regulations of the student's state. The Master of Science in Nursing (MSN) degree and a post-master's certificate (PGC) are offered in the women's health care nurse practitioner specialty track.

MSN CWHNP Curriculum

MSN Program Core Curriculum (13 didactic credits)
see MSN Program Core Curriculum section above for course details

Clinical Management for Specialty Care (20 didactic credits)
NM701 Gynecologic Health (3)
NM702 Care During Normal Pregnancy (3)
NM703 Primary Care for Midwives & Women's Health Care Nurse Practitioners (3)
WH707 Antepartum Complications and Comprehensive Postpartum Care (4)

FNP700 The Role of the Nurse Practitioner (3)
PC719 Psych Concepts for APRN (3)
WH717 Women's Health comprehensive exam and certification exam review (1-0)

*In response to ACEN's endorsement of the NONPF Task Force Guidelines, FNU has modified the clinical bound and clinical curriculum. The change will occur starting Winter Term, January 2025. MSN students will complete **ONE** of the following curricula, as determined by the date of Clinical Bound attendance.*

Students attending Clinical Bound and beginning clinical courses PRIOR TO 2025	Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER
Clinical Bound (1 didactic credit)	**Clinical Bound (1 lab credit)**

WH711 Clinical Skills for Women's Health Nurse Practitioner Care (1)	WH750 WHNP Clinical Bound: Transition to Clinical (1)
Clinical Practicum (15 clinical credits) WH712 Women's Health Clinical I (3) WH713 Women's Health Clinical II (3) WH714 Women's Health Clinical III (3) WH715 Women's Health Clinical IV (3) WH716 Women's Health Clinical V (3)	**Clinical Practicum (15 clinical credits)** WH751 WHNP Clinical Practicum I (4) WH752 WHNP Clinical Practicum II (6) WH753 WHNP Clinical Practicum III (5)
MSN Completed: 49 credits (13 core credits + 21 didactic management credits + 15 clinical credits)	**MSN Completed: 52 credits** (13 core credits + 20 didactic management credits + 1 lab credit + 15 clinical credits)

Psych-Mental Health Nurse Practitioner MSN Program of Study

In the Psychiatric-Mental Health Nurse Practitioner (PMHNP) education program, students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, PMHNP students work closely with a PMHNP and other psychiatric and behavioral health care providers in their community.

The PMHNP curriculum has a strong academic and clinical basis. In addition, the PMHNP curriculum is unique in providing a strong foundation in understanding the business of primary behavioral health care. This includes assessing a community to discover the primary behavioral health needs, learning how to develop a plan for having a fiscally viable practice, and working within the license and insurance regulations of the student's state. Using integrated behavioral healthcare models and approaches across the lifespan, care of the seriously mentally ill and addictions medicine are strong components of the program.The Master of Science in Nursing (MSN) degree and a post-master's certificate (PGC) are offered in the PMHNP specialty track.

MSN PMHNP Curriculum

MSN Program Core Curriculum (13 didactic credits)
see MSN Program Core Curriculum section above for course details

Clinical Management for Specialty Care (19 didactic credits)
MH701 Psychopharmacologic/Neuroscience Foundations of Mental Health Care (3)
MH705 Psychiatric-Mental Health Roles & Modalities of Care (3)
MH707 Psychiatric Mental Health Assessment Across the Lifespan (3)
MH708 Principles of Psychotherapy Across the Lifespan (3)
MH709 PMHNP Concepts: Transition to Practice (3)
MH720 Substance Use Disorder and Contemporary Issues in Mental Health(3)
MH717 Psych-Mental Health Final Comprehensive Review (1)

In response to ACEN's endorsement of the NONPF Task Force Guidelines, FNU has modified the clinical bound and clinical curriculum. The change will occur starting Winter Term, January 2025. MSN students will complete

ONE of the following curricula, as determined by the date of Clinical Bound attendance.

Students attending Clinical Bound and beginning clinical courses PRIOR TO 2025	Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER
Clinical Bound (1 didactic credit) MH711 Clinical Skills for PMHNP Care (1)	**Clinical Bound (1 lab credit)** MH750 PMHNP Clinical Bound: Transition to Clinical (1)

Clinical Practicum (15 clinical credits) MH712 PMHNP Clinical I (3) MH713 PMHNP Clinical II (3) MH714 PMHNP Clinical III (3) MH715 PMHNP Clinical IV (3) MH716 PMHNP Health Clinical V (3)	**Clinical Practicum (15 clinical credits)** MH751 PMHNP Clinical Practicum I (4) MH752 PMNP Clinical Practicum II (6) MH753 PMNP Clinical Practicum III (5)
MSN Completed: 48 credits (13 core credits + 20 didactic management credits + 15 clinical credits)	**MSN Completed: 48 credits** (13 core credits + 19 didactic management credits + 1 lab credit + 15 clinical credits)

Post-Graduate Certificate

Description

This program option is designed for applicants who have an MSN and are nationally certified as an APRN as a nurse practitioner or nurse-midwife. The plan will include completion of all course work for a post-graduate certificate (PGC) that will allow the student to sit for the certification examination as a certified nurse-midwife (CNM), family nurse practitioner (FNP), psych-mental health nurse practitioner (PMHNP) or a women's health care nurse practitioner (WHNP).

Purpose

The purpose of the PGC at FNU is to prepare nurse practitioner and nurse-midwife clinicians and leaders who will practice, evaluate and improve primary health care in an additional specialty. The ultimate goal of the program is to improve the health care and the health status of populations with a focus on rural and underserved communities.

Philosophy

The PGC program plan allows NPs and CNMs an opportunity to expand their scope of practice and produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of NM and NP practice through the use of clinical scholarship and evidence based practice.

PGC End of Program Student Learning Outcomes (EPSLO)

In addition to meeting the PGC End of Program Student Learning Outcomes (EPSLO), students will meet additional EPSLOs as defined by the academic department for their specialty track (see the Department of Midwifery & Women's Health, Department of Family Nursing, and Department of Psychiatric Mental Health sections of this catalog for details).

Clinical Reasoning
- **Definition:** The process by which a health care professional consciously and unconsciously interacts with the patient and environment to collect and interpret data related to social determinants of health, weigh the risks and benefits of actions, and use evidence in shared decision making to assist in developing a working diagnostic and therapeutic management plan.
- **EPSLO**: Apply clinical reasoning skills to improve the well-being of all individuals with an emphasis on

women and families in diverse, rural, and underserved populations.

Information Literacy
- **Definition:** Information Literacy is the ability to identify an information need and to find, evaluate, assess, and use information ethically for the purpose of best practice.
- **EPSLO:** Demonstrate the ability to find, evaluate, and use information ethically in the delivery of evidence-based healthcare.

Communication and Writing
- **Definition:** The ability to act professionally while exchanging ideas, thoughts, opinions, and information in oral and written formats.
- **EPSLO:** Communicate professionally and effectively in oral and written formats.

Health Equity
- **Definition:** "The state in which everyone has the opportunity to attain full health potential and no one is disadvantaged from achieving this potential because of social position or any other socially defined circumstance" (NASEM, 2017).
- **EPSLO:** Apply principles of health equity to improve healthcare experiences and outcomes.

Evidence Based Practice
- **Definition:** EBP is the integration of clinical expertise, patient values, and the best evidence into the shared decision making process. Clinical expertise is the clinician's accumulated experience, education, and clinical skills. The patient contributes his or her own personal and unique concerns, expectations, and values. The best evidence is found in clinically relevant research that has been conducted using sound methodology.
- **EPSLO:** Integrate current best evidence, clinical expertise and shared decision making for continual improvement and delivery of quality healthcare.

On-Campus Attendance for the PGC

PGC students have two (2) required on-campus activities.

Prior to beginning the curriculum, PGC students will attend an in-person Frontier Bound, an orientation to the PGC and to the University. While at Frontier Bound, students participate in activities designed to prepare them for their first term as certificate students at FNU and are oriented to the rest of their coursework.

After completing didactic management coursework and prior to beginning clinical, students return to campus for an intensive Clinical Bound. Following successful completion of all Clinical Bound courses, students will transition into their clinical coursework.

The required trips to Campus are special events in the FNU experience and each student is expected to participate fully in all required activities. The student is responsible for all content, skills, and costs of making up or completing the Bound objectives if any time is missed. To receive credit for class work missed for any reason, the student must fulfill the Bound objectives by special arrangement with the Department Chair for Frontier Bound or the Clinical Transitions Coordinator for Clinical Bound. If a student knows they will need to miss any campus sessions, the Department Chair or Clinical Director should be contacted prior to the campus visit to discuss the possibility of special arrangements.

Students are expected to stay on campus for the required trips. Exceptions may be made to stay off-campus for students who have health reasons which prohibit overnight stay on campus. Students seeking permission to stay off-campus should contact the appropriate Department Chair with an explanation for the request. Requests should be made at least 2 weeks before the expected date of arrival. Students who are nursing mothers can make accommodations to stay in the family-designated housing on-campus (See the Children on Campus policy in this Catalog).

Sequencing of the PGC Program of Study

Frontier Bound Orientation
PGC students are required to come to Versailles, Kentucky for Frontier Bound, an orientation to Frontier Nursing

University (FNU). During the three-day session, students meet members of their faculty and staff, their advisor, and their fellow students. Time is spent learning skills needed for distance learning, making lifelong friends, reviewing courses, asking questions, and beginning to plan how to be a Frontier student after returning home.

Frontier Bound is an experience in fun, learning, and friendship. During Frontier Bound, students stay on the beautiful FNU campus and are pampered with delicious meals. Students must attend all Frontier Bound sessions in order to be eligible to enroll in their selected program of study.

Returning students who have been actively enrolled in an FNU degree or certificate program within the last two years or current students who are transferring from one specialty track to another may request to be excused from Frontier Bound.

To obtain permission to be excused from attending Frontier Bound, the applicant must contact an Enrollment Coordinator in Admissions Services to initiate the process. The applicant will be required to submit a statement with their petition for the exception to the Frontier Bound attendance policy. The statement should indicate the applicant's knowledge of current Frontier Bound content relative to the new academic program as well as any additional individual applicant needs. The Department Chair will determine if the applicant may be excused or if attendance at Frontier Bound is required. The decision of the Department Chair is final.

Clinical Management for Specialty Care

This web-based course of study is completed in 3-4 terms depending on whether the student is taking courses at a full-time or part-time pace. Students are in frequent contact with their faculty and fellow students through email, discussion forums, virtual meeting platforms, and phone. They also receive guidance and support from their Academic Advisor and Department Chair. Students entering the PGC who did not complete the required courses for Admission may have those courses added to an individualized PGC program of study by the Department Chair. *See Admission Criteria for the Post-Graduate Certificate section of this catalog for details*.

Clinical Bound

Clinical Bound is designed to develop and validate beginning clinical skills. To be eligible to attend Clinical Bound, students must have completed all prerequisite courses and submitted at least one clinical site for credentialing. Submission of a minimum of one clinical site must be completed prior to the registration period in which the student is registering for Clinical Bound courses. If no clinical sites are submitted for credentialing, the student will not be allowed to register for or attend Clinical Bound. Students return to Versailles, Kentucky for this five-day/four-night skills-intensive experience which includes the completion of academic coursework. During this period the student is validated as having acquired the skills necessary to begin a community-based clinical practicum. There is also time for informal communication between faculty and students. Upon successful completion of Clinical Bound, students are eligible to begin their clinical practicum.

Clinical Practicum

After attending Clinical Bound, students begin their clinical practicum. Students provide nurse practitioner or nurse-midwifery services in their community for four to ten months under the guidance of a master clinician preceptor. The FNU Regional Clinical Faculty (RCF) will provide guidance and support during this time to the student and the preceptor. In addition, the RCF evaluates both the clinical site and preceptor to ensure excellence before the student begins the clinical experience. There are required clinical experiences that will assist the student in developing necessary clinical skills. Students may choose, or be required, to use more than one clinical site in order to receive a variety of clinical experiences. Where the volume of clients will not make the experience goals possible, the student will be expected to use more than one clinical site.

PGC Program of Study: Nurse-Midwifery Curriculum

Students who did not complete the required courses for Admission may have those courses added to an individualized program of study by the Department Chair. See Admission Criteria for the Post-Graduate Certificate section of this catalog for details.

Clinical Management for Specialty Care (26 didactic credits)
NM700 The Role of the Nurse-Midwife in Health Care Delivery Systems (3)
NM701 Gynecologic Health (3)
NM702 Care During Normal Pregnancy (3)
NM703 Primary Care for Midwives & Women's Health Care Nurse Practitioners (3)

NM704 Midwifery Care during Labor and Birth (3)

NM705 Postpartum and Newborn Care (3)
NM706 Advanced Midwifery Care in the Perinatal and Neonatal Period (4)
PC719 Psych Concepts for APRN (3)
NM717 Nurse-Midwifery Final Comprehensive Review (1-0)

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Students attending Clinical Bound and beginning clinical courses PRIOR TO 2025	Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER
Clinical Bound (1 didactic credit) NM711 Clinical Skills for Nurse-Midwifery Care (1)	**Clinical Bound (1 lab credit)** NM750 NM Clinical Bound: Transition to Clinical (1)
Clinical Practicum (12 clinical credits) NM713 Nurse-Midwifery Clinical II (3) NM714 Nurse-Midwifery Clinical III (3) NM715 Nurse-Midwifery Clinical IV (3) NM716 Nurse-Midwifery Clinical V (3)	**Clinical Practicum (15 clinical credits)** NM751 Nurse-Midwifery Clinical Practicum I (4) NM752 Nurse-Midwifery Clinical Practicum II (6) NM753 Nurse-Midwifery Clinical Practicum III (5)
PGC Completed: 39 credits (27 didactic management credits + 12 clinical credits)	**PGC Completed: 42 credits** (26 didactic management credits + 1 lab credit + 15 clinical credits)

PGC Program of Study: Family Nurse Practitioner Curriculum

Students who did not complete the required courses for Admission may have those courses added to an individualized program of study by the Department Chair. See Admission Criteria for the Post-Graduate Certificate section of this catalog for details.

Clinical Management for Specialty Care (23 didactic credits)
FNP700 The Role the Nurse Practitioner (3)
FNP702 Primary Care I (3)
FNP703 Gynecologic Health and Childbearing (4)
FNP704 Primary Care: Pediatrics (3)
FNP705 Primary Care II (3)
FNP706 Primary Care III (3)
PC719 Psych Concepts for APRN (3)
FNP717 FNP Final Comprehensive Review (1)

In response to ACEN's endorsement of the NONPF Task Force Guidelines, FNU has modified the clinical bound and clinical curriculum. The change will occur starting Winter Term, January 2025. MSN students will complete ONE of the following curricula, as determined by the date of Clinical Bound attendance.

Students attending Clinical Bound and beginning clinical courses PRIOR TO 2025	Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER
Clinical Bound (1 didactic credit) FNP711 Clinical Skills for Family Nurse Practitioner Care (1)	**Clinical Bound (1 lab credit)** FNP750 FNP Clinical Bound: Transition to Clinical (1)
Clinical Practicum (12 clinical credits) FNP713 FNP Clinical Skill II (3) FNP714 FNP Clinical Skill III (3)	**Clinical Practicum (15 clinical credits)** FNP751 FNP Clinical Practicum I (4) FNP752 FNP Clinical Practicum II (6)

FNP715 FNP Clinical Skill IV (3) FNP716 FNP Clinical Skill V (3)	FNP753 FNP Clinical Practicum III (5)
PGC Completed: 36 credits (24 didactic management credits + 12 clinical credits)	**PGC Completed: 39 credits** (23 didactic management credits + 1 lab credit + 15 clinical credits)

PGC Program of Study: Women's Health Care Nurse Practitioner Curriculum

Students who did not complete the required courses for Admission may have those courses added to an individualized program of study by the Department Chair. See Admission Criteria for the Post-Graduate Certificate section of this catalog for details.

Clinical Management for Specialty Care (20 didactic credits)
NM701 Gynecologic Health (3)
NM702 Care During Normal Pregnancy (3)
NM703 Primary Care for Midwives & Women's Health Care Nurse Practitioners (3)
WH707 Antepartum Complications and Comprehensive Postpartum Care (4)
FNP700 The Role of the Nurse Practitioner (3)
PC719 Psych Concepts for APRN (3)
WH717 Women's Healthcare Final Comprehensive Review (1)

*In response to ACEN's endorsement of the NONPF Task Force Guidelines, FNU has modified the clinical bound and clinical curriculum. The change will occur starting Winter Term, January 2025. MSN students will complete **ONE** of the following curricula, as determined by the date of Clinical Bound attendance.*

Students attending Clinical Bound and beginning clinical courses PRIOR TO 2025	Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER
Clinical Bound (1 didactic credit) WH711 Clinical Skills for Women's Health Nurse Practitioner Care (1)	**Clinical Bound (1 lab credit)** WH750 WHNP Clinical Bound: Transition to Clinical (1)
Clinical Practicum (12 clinical credits) WH713 Women's Health Clinical II (3) WH714 Women's Health Clinical III (3) WH715 Women's Health Clinical IV (3) WH716 Women's Health Clinical V (3)	**Clinical Practicum (15 clinical credits)** WH751 WHNP Clinical Practicum I (4) WH752 WHNP Clinical Practicum II (6) WH753 WHNP Clinical Practicum III (5)
PGC Completed: 33 credits (21 didactic management credits + 12 clinical credits)	**PGC Completed: 36 credits** (20 didactic management credits + 1 lab credit + 15 clinical credits)

PGC Program of Study: Psychiatric-Mental Health Nurse Practitioner Curriculum

Students who did not complete the required courses for Admission may have those courses added to an individualized program of study by the Department Chair. See Admission Criteria for the Post-Graduate Certificate section of this catalog for details.

Clinical Management for Specialty Care (19 didactic credits)
MH701 Psychopharmacologic/Neuroscience Foundations of Mental Health Care (3)
MH705 Psychiatric-Mental Health Roles & Modalities of Care (3)

MH707 Psychiatric Mental Health Assessment Across the Lifespan (3)
MH708 Principles of Psychotherapy Across the Lifespan (3)
MH709 PMHNP Concepts: Transition to Practice (3)
MH720 Substance Use Disorder and Contemporary Issues in Mental Health (3)
MH717 Psych-Mental Health Final Comprehensive Review (1)

In response to ACEN's endorsement of the NONPF Task Force Guidelines, FNU has modified the clinical bound and clinical curriculum. The change will occur starting Winter Term, January 2025. MSN students will complete **ONE** *of the following curricula, as determined by the date of Clinical Bound attendance.*

Students attending Clinical Bound and beginning clinical courses PRIOR TO 2025	Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER
Clinical Bound (1 didactic credit) MH711 Clinical Skills for PMHNP Care (1)	**Clinical Bound (1 lab credit)** MH750 PMHNP Clinical Bound: Transition to Clinical (1)
Clinical Practicum (12 clinical credits) MH713 PMHNP Clinical II (3) MH714 PMHNP Clinical III (3) MH715 PMHNP Clinical IV (3) MH716 PMHNP Clinical V (3)	**Clinical Practicum (15 clinical credits)** MH751 PMHNP Clinical Practicum I (4) MH752 PMNP Clinical Practicum II (6) MH753 PMNP Clinical Practicum III (5)
PGC Completed: 32 credits (20 didactic management credits + 12 clinical credits)	**PGC Completed: 35 credits** (19 didactic management credits + 1 lab credit + 15 clinical credits)

Additional Programs

MSN Graduates Returning to Complete a Second Specialty All FNU graduates
wishing to return to complete a post–graduate certificate in a second specialty must complete the application process. Transcripts are not required when applying to complete a post-graduate certificate in a second specialty track unless credits from another school are being evaluated for transfer. All applications will go through the Admissions Committee process.

CNEP Graduates without an MSN Returning to Complete a Second Specialty
CNEP graduates who have not completed a MSN must complete the second specialty track as a master's completion program of study. All FNU students must graduate with either an MSN, a post-graduate certificate, or DNP. Post-baccalaureate certificates are no longer offered by FNU.

MSN Completion for CNEP Graduates
The FNU offers a Master of Science in Nursing (MSN) completion option for CNEP graduates without a master's degree. There are two programs of study depending on when the CNEP was completed.

MSN Completion Program of Study for Graduates of CNEP Classes 1-29
PC716 Advanced Physical Assessment, Clinical Reasoning, and Documentation (4)
PC707 Advanced Pharmacology (3)
PC705 Advanced Pathophysiology (3)
PC701 Foundations of Equitable Care and Health Promotion (3)
NM703 Primary Care for Midwives & Women's Health Care Nurse Practitioners (3)

MSN Completion Program of Study for Graduates of CNEP Classes 30-40
PC701 Foundations of Equitable Care and Health Promotion (3)

If any student in Classes 30-40 has not completed the specified graduate content from the list below, the course(s) will be added to the required program of study for that student. Course content must cover the lifespan.

PC705 Advanced Pathophysiology (3)

PC716 Advanced Physical Assessment, Clinical Reasoning, and Documentation (4)

PC707 Advanced Pharmacology (3)

Frontier Nursing University cannot confirm its programs meet individual state requirements for professional licensure. Students and applicants should contact the licensing boards in their state of residence, or any state in which they may reside in the future, to determine whether the program meets state requirements for licensure. A directory for state boards of nursing can be found here: **https://www.ncsbn.org/contact-bon.htm**

Refresher Program for Nurse-Midwives

FNU offers a refresher program for nurse-midwives who have been out of midwifery practice and are currently certified through the American Midwifery Certification Board (AMCB). The student will be admitted as a non-matriculating student.

Click here for non-matriculating student application

NOTE: Requirements for application include: – a CV, a signed letter of commitment from your clinical site and preceptor and an active nursing license should be included.

Upon admission, the student will meet with the Department Chair and Clinical Director of Midwifery and Women's Health to create an individualized program of study based on the midwife's experience, prior educational experience, and intended scope of practice. The guidelines and core competencies established by the ACNM will be utilized in forming the individualized program of study. At minimum, the program of study would include advanced didactic coursework focusing on the appropriate area of practice and clinical experiences with the same focus.

All clinical policies regarding site selection, site credentialing, preceptor credentialing, and student credentialing apply. CNMs in the FNU NM Refresher program may utilize physicians as preceptors.

After meeting with the Department Chair and Clinical Director of Midwifery and Women's Health, the student will communicate with Admissions Services, Bursar, Clinical Credentialing Services, and the appropriate Regional Clinical Faculty as assigned by the Clinical Director of Midwifery. The student will also be assigned an academic advisor. Upon completion of an individualized program of study, a letter of completion will be issued to the student. Completion of the FNU refresher coursework does not guarantee the student will meet state, certifying body, licensure or employer related requirements.

Refresher Program for Master's Prepared Women's Health Care Nurse Practitioners

FNU offers a refresher program for Women's Health Care Nurse Practitioners who are masters prepared, have been out of practice and have up-to-date certification through the National Certification Corporation (NCC). The student will be admitted as a non-matriculating student.

Click here for non-matriculating student application

NOTE: Requirements for application include: a CV, a signed letter of commitment from your clinical site and preceptor and an active nursing license should be included.

Upon admission, the student will meet with the Department Chair and Clinical Director Of Midwifery and Women's Health to create an individualized program of study based upon the NP's experience, prior education, and intended scope of practice.

The guidelines and core competencies established by the National Organization of Nurse Practitioner Faculties and the National Association of Nurse Practitioners in Women's Health will be utilized in forming the individualized program of study. At minimum, the program of study would include advanced didactic and clinical coursework focusing on the student's competency, and areas of practice gaps.

All clinical policies regarding site selection, site credentialing, preceptor credentialing, and student credentialing apply. WHNPs in the FNU WHNP Refresher program may utilize physicians as preceptors.

After meeting with the Department Chair and Clinical Director of Midwifery and Women's Health, the student will communicate with the Admissions Services, Bursar, Clinical Credentialing Services, and the Regional Clinical Faculty as assigned by the Clinical Director of Midwifery and Women's Health. The student will also be assigned an academic advisor. Upon completion of an individualized program of study, a letter of completion will be issued to the student. Completion of the FNU refresher coursework does not guarantee that the student will meet state, certifying body, licensure, or employer-related requirements.

Courses for Non-Matriculating Students

Frontier Nursing University (FNU) offers graduate and continuing education courses for healthcare professionals. These online courses offer the opportunity to develop new knowledge and skills to expand the scope of clinical practice, to refresh the knowledge and skills of experienced advanced practice nurses, to gain the graduate credits necessary for prescriptive authority, or to become a better preceptor.

Courses are offered four times each year and start at the beginning of each term. Candidates should choose a term when they have the time to devote to the coursework. Individuals are permitted to take up to two courses per term and may not take more than a total of two courses as a non-matriculated student at FNU. Seasoned faculty who are pioneers in distance education for nurse-midwives and nurse practitioners developed and teach these courses, taking into consideration the unique needs of adult learners.

Graduate Courses

Non-matriculating students can review the course descriptions in the FNU Catalog. Not all current FNU courses are available for non-matriculating students. Courses that are available to non-matriculating students are N400

Health Assessment, and PC701 Foundations of Equitable Care and Health Promotion . The Department Chairs can be contacted to request possible approval for other desired course(s). The registration form for non-matriculating students is obtained by contacting Admissions Services on the Versailles Campus at (859) 251-4700. Non-matriculated students are required to complete the Banyan Tree 101 Canvas course prior to starting any coursework. All course work is started at the beginning of a term (see FNU Academic Calendar). Students must register for the courses 6 weeks prior to the beginning of the term in order to complete the requirements for the Banyan Tree 101 course and obtain the textbook. Courses that include secure exams require the use of an electronic proctor device.

Continuing Education Courses

Building a Practice in Your Home Community is an interactive web-based course designed to teach the managerial skills necessary to own and operate a health care practice. This course was developed in collaboration with Partnerships for Training of the Robert Wood Johnson Foundation and George Washington University. It is available online at **http://learn.gwnursing.org/Education/practice/index.htm**

Student Support

Since its beginning in community-based education in 1989, the FNU faculty has discovered that community-based learners have special needs. This is why FNU offers so many different avenues of support for students.

Faculty Support

Every didactic course has a Course Coordinator, a faculty member responsible for the design of the course as well as providing support to students to maximize learning and assist students in meeting the course learning

objectives. All FNU faculty members keep regular office and appointment hours each week and have a phone dedicated to FNU, allowing students to have easy access to them. Each FNU student is assigned a Regional Clinical Faculty (RCF) upon admission. The RCF can assist students in securing a clinical site and work with students and preceptors during the clinical practicum.

Academic Advising

Each FNU student is assigned an Academic Advisor upon admission. The Academic Advisor will remain with a student from the point of admission through to graduation to provide guidance on successfully completing the

program of study. Advising staff assist students in understanding university academic policy and work closely with faculty to design, develop, and implement retention activities. For more information visit: **https://portal.frontier.edu/web/fnu/advising**.

Clinical Advising

The Clinical Advisors support students by providing assistance and resources in location clinical sites and preceptors, troubleshooting challenging situations and working one-on-one with students to navigate the overall clinical search process. Students are assigned a Clinical Advisor by specialty and can contact the advisors for individual support on an as-needed basis.

Student Services

The purpose of Student Services is to foster student learning and development by providing the highest quality services that enhance students' educational experiences and prepare students to fulfill the mission of Frontier Nursing University. Student Services staff members assist faculty in developing, planning and implementing new student orientation Bounds, help students understand the process for identifying a preceptor and securing a clinical site, provide recruitment and retention activities for a diverse study body, collaborates with faculty to provide opportunities for students to develop cross-cultural competencies and skills for success in a diverse healthcare system, and coordinates the university Commencement ceremony. For more information visit **http://www.frontier.edu/student-services**.

Diversity Impact Program

The Diversity Impact Program (formerly called PRIDE: Promoting Recruitment and Retention to Increase Diversity in Nurse-Midwifery and Nurse Practitioner Education Program) is designed to promote diversity in nursing and midwifery by recruiting and retaining underrepresented students with the goal of becoming nurse-midwives or nurse practitioners. The Diversity Impact Program partners with institutions around the country to provide advanced practice nursing and midwifery to students who may not otherwise have access to graduate level programs in their area.

As a Diversity Impact member, students may attend Diversity Impact weekend on campus to reconnect with staff, faculty and classmates while learning more about issues related to diversity in nursing and midwifery. Diversity Impact students attend meetings once a term to explore issues relevant to diversity in the nursing and midwifery workforce, share experiences as a nurse and student with other students and discover resources to assist in the goal of becoming a nurse-midwife or nurse practitioner. Interested students may learn more on the Diversity Impact webpage (**www.frontier.edu/student-experience/diversity/**) and can submit their application to the Diversity Impact Program Coordinator via email.

S.A.G.E. (Supporting Achievement in Graduate Education) Mentoring Program

The SAGE peer mentoring program was developed by students, for students. The birth of the program was from students who felt that they could reach out to others because they have "been there, done that." SAGE is designed to provide a supportive network to students as they adjust academically and emotionally to graduate distance learning. All FNU students are encouraged to join SAGE and remain a part of the mentoring network even as alumni. Interested students should visit **http://www.frontier.edu/student-services/sage-mentoring** to submit the membership application.

Student Council

The Student Council is composed of elected student members from each FNU class who agree to act as class representatives. The mission of the Student Council is to help each FNU student's experience to be as positive as possible. The Student Council believes that each individual is an integral part of the success of FNU. The Student

Council encourages active student involvement in the issues that affect students and serves as student advocates to this end. The Student Council aims to achieve their mission through promoting good communication between students, faculty and administration. For further information about the Student Council, visit: **http://www.frontier.edu/student-services/student-council**.

Banyan Tree Communications Portal

FNU uses its own private communications portal, known as the Banyan Tree (BT). It allows users to access other students, faculty, or alumni on topics ranging from course updates, case studies, discussion groups, and assignments and practice issues to family and fun topics. With a computer, internet service and a good sense of humor, the members of the FNU community are always in touch. FNU has created a prerequisite electronic communication course: Banyan Tree 101 (BT101), which is taught with a hands-on approach with step-by-step

instructions. BT101 was carefully designed to be non-threatening and non-intimidating. Additional instruction and practice are part of Frontier Bound. Students have access to technical support as necessary during regular business hours.

Library Services

The Alice Whitman Memorial Library is the academic library for Frontier Nursing University (FNU). A collection of books, journals, and audiovisuals is available to students and faculty whether on-campus or off-campus. FNU provides access to a large number of remote resources including bibliographic and full-text databases, online journals and texts, tutorials, and other relevant Websites. The FNU Director of Library Services acquaints all new students to the library as part of orientation and is available for student meetings by phone or email. More information about the library can be found at: **https://portal.frontier.edu/web/fnu/library**.

Alumni Association of Frontier Nursing University

The purpose of the FNU Alumni Association is to promote FNU, increase loyalty of alumni, and create a mutually beneficial relationship between the institution and alumni. The Alumni Association represents over 2,000 alumni who have graduated from FNU since its inception in 1939. Further information about the Alumni Association can be found at: **http://www.frontier.edu/alumni.**

Admissions Policies

Prerequisite Health Requirements for all FNU programs
A current health examination must be completed prior to attendance at any Frontier Bound or Clinical Bound and kept current (within one year) throughout the clinical experience. As part of or in addition to the health examination, students must provide documentation of COVID-19 vaccination and vaccination or immunity to Rubella, Measles, Mumps,Varicella, and freedom from tuberculosis in a communicable stage and prior to Clinical Bound Hepatitis B and TDAP.

Technical and Performance standards
Upon admission, all students verify in writing that they are able to meet the following technical and performance standards with or without accommodations. The technical and performance standard are: ● Observational:

Candidates must be able to observe demonstrations of physical and psychosocial nursing interventions. Candidates must be able to accurately assess the health status of patients. Observation and assessment of patients require the functional use of the senses of vision and hearing, as well as other sensory modalities.

- Communicative: The candidate must be able to communicate effectively and efficiently in oral and written forms with patients and with members of the health care team. The foci of nursing communication are gathering assessment data, patient teaching and the provision of emotional support for patients and their families.
- Motor: Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. Candidates must be able to execute motor movements reasonably required to provide general care and emergency treatments to patients. Such actions require moderate motor strength, coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.
- Intellectual: Candidates must have the ability to measure, calculate, reason and analyze; they must be able to synthesize and apply complex information. Candidates must be fully alert and attentive and free of non prescribed controlled substances at all times in clinical settings.
- Behavioral/Social: Candidates must possess a level of emotional health that allows full utilization of intellectual abilities, the exercise of good judgment, prompt completion of all responsibilities attendant to the nursing diagnosis and care of patients, and the development of mature, empathetic and effective nurse-patient relationships. Candidates must be able to function effectively under stress.

Adherence to the standards of acceptable conduct as outlined in the American Nurses Association Code of Ethics and the Nurse Practice Act is required.

Background Checks

All applicants will be required to complete a background check as the final step in the admissions process. Applicants will be admitted pending the successful completion of the background check. The background check must be completed after the admissions decision is made and prior to attendance at Frontier Bound. Applicants with felony convictions will not be admitted. Applicants with other types of convictions will be considered on an individual basis. This does not apply to non-matriculating applications.

Health Insurance, Illness and/or Injury

If a student is sick or injured during their enrollment at FNU, they should be seen in the nearest emergency room or health care clinic as appropriate. This would include any Bloodborne Pathogen Exposure. Students are required to carry health insurance or be a member of a health care sharing program during the entirety of their enrollment at FNU and will be personally responsible for any and all health care costs while enrolled at the FNU. Students will be required to provide proof of insurance coverage during the clinical credentialing process.

Residents of New York Applying to the MSN and PGC Although Frontier

Nursing University can enroll students who reside in New York State in FNU's programs, FNU has very limited approval from the New York State Education Department (NYSED) to offer clinical experiences in New York. The permission is limited to six MSN nurse-midwifery students who are residents of New York State per academic year (August 1-July 31). MSN nurse-midwifery students must attend clinical experiences in upstate, rural, and underserved areas of New York state. MSN nurse-midwifery students who were not residents of New York State upon admissions and move to New York State during their program are not guaranteed the opportunity to attend clinical experiences in New York State. No other students (PGC nurse-midwifery or MSN/PGC, CFNP, PMHNP, or CWHNP) may complete clinical experiences in New York State. Therefore any student that is admitted from New York who does not fall into that limited criteria (six MSN Midwifery students per year) must complete clinical experience in another state. Students who reside outside of New York may not attend clinical experiences in New York. DNP applicants are eligible for admission.

Admissions Criteria for the Doctor of Nursing Practice (DNP) FNU

offers two curricular paths to earning the DNP. Each path has its own eligibility for entry and Admissions requirements:

Entry into the Post-Master's DNP is available to applicants who:
- completed the MSN program at FNU that did not include DNP coursework (PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, PC713: Principles of Independent Study; those that entered the MSN prior to January 1, 2014 or entered the MSN after January 1, 2023.
- completed the PGC program of study at FNU that did not include DNP coursework (PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, PC713: Principles of Independent Study; those that entered the PGC prior to January 1, 2014 or entered the PGC after January 1, 2017. (*Students who began the PGC at FNU between January 1, 2014 and January 1, 2017 completed a curriculum that included the DNP Essentials.*)
- completed an acceptable MSN (as outlined below) somewhere other than FNU.

Entry into the Companion DNP program is only available to FNU graduates who:
- completed the MSN program at FNU that included the DNP coursework (PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, PC713: Principles of Independent Study. ● completed the PGC program of study at FNU that included the DNP coursework (PC702: Epidemiology and Biostatistics, PC703/718: Evidence Based Practice, PC713: Principles of Independent Study.

FNU alumni and Non-FNU graduates will apply to the DNP through a standard admission process. Details regarding the Standard Admission process are listed below.

Current FNU students may apply to begin the DNP coursework directly after completing the MSN or PGC. Details regarding the Direct Admission process are listed below.

Standard Admission to the DNP Program

Applicants are expected to meet the following criteria for admission to Frontier Nursing University (FNU): ● Hold a **master's of science degree in nursing** (MSN), a **master's in nursing** (MN), or a **MS in nursing** OR have a **master's degree in a related field** (such as MPH or masters in midwifery or other area) granted from a nationally (CNEA, CCNE or ACEN) accredited nursing program from a regionally accredited institution of higher learning; to check your program's accreditation please visit **http://ope.ed.gov/accreditation/search.aspx.** Applicants who meet the minimum admissions criteria will be considered on an individual basis.
- Be a registered nurse with a national certification as a certified nurse-midwife, a family nurse practitioner, a women's health care nurse practitioner, a pediatric nurse practitioner, an adult nurse practitioner, or a geriatric nurse practitioners, a geriatric-adult nurse practitioner, and a psychiatric mental health nurse practitioner with a current, active, registered nurse or advanced practice license in the United States with no encumbrances.

- Have a grade point average (GPA) of ≥3.0 from the master's program.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet-based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.
  - "Primary language" is defined as an individual's first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited U.S. college or university, or a college or university in another country where English is the primary language.
  - Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant's ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States are required to meet with the appropriate Program Director to develop a plan for completion of the program and for a review of policy related to international clinical sites. This plan must be formally written and approved by the Program Director prior to admission

into the university.

All Standard Admission DNP applicants must:
- Submit a resume or curriculum vitae
- Two essays (goal statement and time management)
- Three professional references
- Copy of RN license, current state APRN licensure and certification
- Submit TOEFL (iBT) results, if applicable (see above).

Applicants with questions regarding their qualifications for admission to FNU should contact the FNU Admissions Officer at: **admissionscounselor@frontier.edu**.

Each applicant is evaluated individually. The FNU Faculty Admissions Committee makes all admission decisions.

Direct Admission to the DNP for Current FNU Students

FNU is no longer admitting students into the DNP program via direct admission. The last direct admission cohort was Fall 2024.

Applicants are expected to meet the following criteria for Direct Admission to the FNU DNP:¶ ● Be a current FNU student who wants to begin the DNP degree as soon as possible following completion of the FNU MSN or PGC program. Students interested in starting the DNP at a later date will complete the Standard Admissions process as an FNU graduate. ¶
- Complete the FNU MSN or PGC prior to beginning the DNP coursework. The degree must be officially conferred no later than the end of add/drop during the first term of DNP course registration. Direct Admission applicants will be admitted on a conditional basis until the FNU MSN or PGC degree is officially conferred. ¶
  - Students who do not officially complete the MSN or PGC prior to the add/drop due date will have their DNP course registration canceled. Students in this situation may reapply for Direct Admission in the subsequent term. ¶
- Pass the nurse-midwife or nurse practitioner certification examination by the end of the first term of the DNP. Direct Admission applicants who do not have board certification at the point of application for admission will be admitted on a conditional basis until board certification is submitted. ¶
  - If the certification is not obtained by the end of the first DNP term, students will be unable to continue in DNP coursework and must take an Academic Hiatus (AH), if eligible. Students will not be able to resume DNP coursework until certification is obtained. If certification is not obtained

during the approved allowable AH(s), the student will be required to withdraw from FNU. Withdrawn students would be eligible to re-apply through the Standard Admission process as an FNU graduate after certification is completed.¶

¶
All Direct Admission DNP applicants must:¶
- Submit one professional reference on the FNU supplied form ¶
- Complete the Academic Summary form ¶
- Submit a narrative statement on a topic outlined in the admissions application. The essay will be evaluated based on content and writing skills.¶
- Provide proof of board certification no later than the end of the first term of the DNP. ¶ ● Submit a completed application by the due date posted for the term to which (s)he is applying.

Admission Criteria for the MSN

Applicants are expected to meet the following criteria for admission to Frontier Nursing University (FNU): ● Be a registered nurse with a current, active license in the United States with no encumbrances and educational preparation from an CNEA, ACEN or CCNE accredited nursing program with accreditation current at the time of the applicant's graduation. Students must meet the licensing requirements for any state where they will complete a clinical rotation or, for rotations providing telehealth, meet state licensing requirements where patients reside.
- Although Frontier Nursing University can enroll students who reside in New York State in FNU's programs, FNU has very limited approval from the New York State Education Department (NYSED) to offer clinical experiences in New York. The permission is limited to six MSN nurse-midwifery students who are residents of New York State per academic year (August 1-July 31). MSN nurse-midwifery students must attend clinical experiences in upstate, rural, and

underserved areas of New York State. MSN nurse-midwifery students who were not residents of New York State upon admissions and move to New York State during their program are not guaranteed the opportunity to attend clinical experiences in New York State. No other students (PGC nurse-midwifery or MSN/PGC, CFNP, PMHNP, or CWHNP) may complete clinical experiences in New York State. Therefore any student that is admitted from New York who does not fall into that limited criterion (six MSN Midwifery students per year) must complete clinical experience in another state. Students who reside outside of New York may not attend clinical experiences in New York. (DNP applicants residing in New York are eligible for admission.)

- Registered nurses with an associate degree in nursing from a nursing program accredited by CNEA, CCNE or ACEN with accreditation current at the time of the applicant's graduation and a baccalaureate degree or higher degree in nursing without APRN certification from a CNEA, CCNE or ACEN accredited nursing program and a regionally accredited institution of higher learning will be considered for admission to the MSN Program.
- Registered nurses without a baccalaureate or higher degree in nursing, who have completed an associate degree nursing program at a CNEA, CCNE or ACEN accredited nursing program with accreditation current at the time of the applicant's graduation and have a bachelor's degree from a regionally accredited institution of higher learning in another discipline, will be considered for admission to the MSN Program with the additional requirement of a **portfolio** of relevant employment and academic experience.
- Have a **grade point average (GPA) of 3.0 or higher** from the most recent degree earned (nursing or a related field).
  - Applicants with a 2.80-2.99 GPA will be considered provided they submit a statement outlining any life experiences, employment, or other educational successes they feel should be taken into consideration for admission. Along with the statement, the applicant with a 2.80-2.99 GPA may also provide additional supporting documentation and/or references (maximum of 3 references). References should be able to speak to the applicant's ability and potential to complete the program and/or serve as an advanced practice nurse (NP or CNM) and can be submitted via the [FNU reference form](#) or a personal letter. All materials submitted will be reviewed by the Admissions Committee.
- Have **one year of RN nursing experience (LPN experience not included).** For RNs with less than one year of RN experience, the Admissions Committee may consider other significant experience in a

healthcare field related to the intended field of study, e.g, certified childbirth education, certified doula, certified lactation consultant, paramedic, international healthcare, and/or public health experience. ● Applicants who began an MSN or DNP program at another institution and did not complete the degree or are currently enrolled in another MSN or DNP program and have plans to withdraw, are asked to provide a statement explaining the reasons behind their decision to leave that program.

- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet-based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.
  - "Primary language" is defined as an individual's first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited U.S. college or university, or a college or university in another country where English is the primary language.
  - Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant's ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States should review the policy related to international clinical sites.

Requirements

An undergraduate physical assessment course is not included as part of the curriculum within the programs of

study but it is a course requirement for degree completion.

PHYSICAL ASSESSMENT
- Applicants having successfully completed a three-credit undergraduate or graduate-level physical assessment course taken at a regionally accredited institution of higher learning are not required to take physical assessment again in their FNU program of study. Content integrated into other courses (e.g., a high-credit nursing fundamentals course with multiple objectives unrelated to PA, the primary course description is not PA, and no comprehensive PA clinical skills check-off included) will NOT meet FNU requirements. A two (2) credit physical assessment course may be considered acceptable upon review of the course description and/or the course syllabus. Applicants must submit an official transcript reflecting completion of this course as part of their admissions packet.
- If the above parameters are not evident from the transcript, the course syllabus is required to be reviewed by the Admissions Committee to assess for sufficient course content and skills validation that permits acceptance as transfer credit.
- Applicants who have NOT successfully completed an undergraduate or graduate-level physical assessment course will have the course incorporated into the program of study.

Applicants with questions regarding their qualifications for admission to FNU should contact the FNU Admissions Counselor at: **admissionscounselor@frontier.edu**.

Each applicant is evaluated individually. The FNU Faculty Admissions Committee makes all admission decisions.

Go to the Application website now!

Admission Criteria for the Post-Graduate Certificate (PGC) FNU alumni
and Non-FNU graduates will apply to the PGC through a standard admission process. Details regarding the Standard Admission process are listed below.

Current FNU students may apply to begin the PGC coursework directly after completing their currently enrolled MSN, PGC, or DNP. Details regarding the Direct Admission process are listed below.

Requirements to Enter the PGC
Students must have had the content listed in the following courses in their prior MSN program successfully completed at an CNEA, ACEN or CCNE accredited nursing program within a regionally accredited institution of higher learning.. Prior transcripts will be reviewed. If the student has not completed any of the specified graduate content from the list below, the course(s) will be added to the required program of study for that student. Course descriptions and syllabi may be requested to assist in this evaluation. Course content must cover the lifespan. These courses do not count against the transfer credit limit.
- PC705 Advanced Pathophysiology (3)
- PC716 Advanced Physical Assessment, Clinical Reasoning, and Documentation (4) ●
PC707 Advanced Pharmacology (3)

Students are responsible for understanding state specific educational requirements for licensure.

Applicants admitted into the Post-Graduate Certificate program can transfer credits according to the Course Transfer Policy and Procedure. The coursework approved as required courses (listed above) does not count toward the maximum allowable transfer credit.

Applicants with questions regarding their qualifications for admission should contact an FNU Admissions Officer at: **admissionscounselor@frontier.edu**.
Each applicant is evaluated individually. The FNU Faculty Admissions Committee makes all admission decisions.

Download the Application Packet now!

Standard Admission to the PGC Program
Applicants are expected to meet the following criteria for admission to Frontier Nursing University (FNU): ● Meet all prerequisite health requirements. Contact the Admissions Counselor with any questions about meeting this requirement.

- Have a master's or higher degree in nursing from a CNEA, CCNE or ACEN accredited program whose accreditation was current at the time of graduation from a regionally accredited institution of higher learning and with a concentration in one of the areas listed below. Current certification and/or state APRN licensure is not required.
    - Acute Care Nurse Practitioner (ACNP)
    - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
    - Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
    - Adult Nurse Practitioner (ANP)
    - Adult Psychiatric-Mental Health Nurse Practitioner (PMHNP)
    - Certified Nurse-Midwife (CNM)
    - Emergency Room Nurse Practitioner (ENP)
    - Family Nurse Practitioner (FNP)
    - Gerontological Nurse Practitioner (GNP)
    - Neonatal Nurse Practitioner (NNP)
    - Pediatric Nurse Practitioner - Acute Care (PNP-AC)
    - Pediatric Nurse Practitioner - Primary Care (PNP-PC)
      - Psychiatric-Mental Health Nurse Practitioner (Across the Lifespan) (PMHNP)
    - Women's Health Care Nurse Practitioner (WHNP)
- Have a **grade point average (GPA) of 3.0 or higher** from the most recent degree earned (nursing or a related field).
    - Applicants with a 2.80-2.99 GPA will be considered provided they submit a statement outlining any life experiences, employment, or other educational successes they feel should be taken into consideration for admission. Along with the statement, the applicant with a 2.80-2.99 GPA may also provide additional supporting documentation and/or references (maximum of 3 references).

References should be able to speak to the applicant's ability and potential to complete the program and/or serve as an advanced practice nurse (NP or CNM) and can be submitted via the FNU reference form or a personal letter.. All materials submitted will be reviewed by the Admissions Committee.
- Hold a current, active registered nurse license in the United States with no encumbrances. If assignment to a clinical practice site requires that the student practice in another state, then the student is required to meet licensing requirements according to statutes and obtain the appropriate license. Students must meet the licensing requirements for any state where they will complete a clinical rotation or, for rotations providing telehealth, meet state licensing requirements where patients reside.
    - Although Frontier Nursing University can enroll students who reside in New York State in FNU's programs, FNU has very limited approval from the New York State Education Department (NYSED) to offer clinical experiences in New York. The permission is limited to six MSN nurse-midwifery students who are residents of New York State per academic year (August 1-July 31). MSN nurse-midwifery students must attend clinical experiences in upstate, rural, and underserved areas of New York State. MSN nurse-midwifery students who were not residents of New York State upon admissions and move to New York State during their program are not guaranteed the opportunity to attend clinical experiences in New York State. No other students (PGC nurse-midwifery or MSN/PGC, CFNP, PMHNP, or CWHNP) may complete clinical experiences in New York State. Therefore any student that is admitted from New York who does not fall into that limited criterion (six MSN Midwifery students per year) must complete clinical experience in another state. Students who reside outside of New York may not attend clinical experiences in New York. (DNP applicants residing in New York are eligible for admission.)
- Applicants who began a PGC or DNP program at another institution and did not complete the degree or are currently enrolled in another PGC or DNP program and have plans to withdraw, are asked to provide a statement explaining the reasons behind their decision to leave that program.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet-based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.

- "Primary language" is defined as an individual's first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited U.S. college or university, or a college or university in another country where English is the primary language.
- Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant's ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States should review the policy related to international clinical sites.
- Graduates of other types of nursing master's programs may apply for *transfer credit* but are not eligible for the Post-Graduate Certificate option.

Admission Criteria for the MSN Completion for CNEP Graduates
- CNEP graduate
  - Certification by the American Midwifery Certification Board, the ACNM Certification Council, or the ACNM

Enrollment Procedure for the MSN Completion for CNEP Graduates
1. Applicants complete the online **MSN Completion Application Form**.
2. FNU transcript is reviewed for individualized program of study.

3. Once the program of study has been finalized, a letter of acceptance and an invoice will be sent. 4. Upon receiving the letter of acceptance and invoice, the applicant will make an appointment with the Student Advisor to complete the **MSN Completion Program of Study** and will begin the Banyan Tree 101 (BT101) course.

Admission Criteria for Non-Matriculating Students • Be a
registered nurse with a current, active license in the United States with no encumbrances •
Bachelor's degree

Enrollment Procedure for Non-Matriculating Students
1. Complete an enrollment application by the published deadline date as outlined on the university's webpage.
2. Watch for email communication from an Enrollment Coordinator detailing the subsequent steps to finalize the application and process payment.

Applicants with questions regarding the non-matriculation application process should contact an Enrollment Coordinator at enrollmentcoordinator@frontier.edu.

Admissions Cycle
The Admissions Committee considers applicants in an ongoing process after each applicant's file is complete. Classes begin several times each year. A current Admissions Calendar can be found at **http://www.f**rontier.edu/admissions/admissions-calendar.

Transcript Evaluation/Verification Process for International Students
Transcript Evaluation/Verification Process for all international students*
1. A detailed, course-by-course foreign transcript evaluation is required even if the foreign coursework has been accepted by a college or university in the United States (U.S.). In all instances, original, official documentation is required—we do not accept scanned, email, or facsimile copies.
2. The transcript evaluation company should be a member of the National Association of Credential Evaluation Services (NACES).

See a list of NACES members of NACE here: **www.naces.org**

Frontier Nursing University recommends using World Education Services (WES) (http://www.wes.org/).

3. The evaluation should include the following information:
   - date the report was completed;
   - name, date of birth and gender;
   - a summary of evaluation;
   - country of education,
   - name of institution,
   - type of program,
   - dates of attendance,
   - title of credential,
   - date the credential was awarded,
   - the U.S. equivalency of the credential, comments, if any,
   - a list of all the courses completed as part of the postsecondary programs described in the evaluation report.
   - the list of courses should identify the title, the equivalent U.S. grade, the equivalent U.S. semester credits and the equivalent U.S. level of education for each course, and grade point average (GPA).

Clinical Site Selection

FNU students have a long tradition of identifying their own clinical sites usually in their communities. This process has worked well since 1989.

MSN and PGC applicants who already have a commitment from a preceptor will provide this information on their enrollment application. During the Frontier Bound orientation, Clinical Outreach and Placement services will provide information to students to support their clinical placement process. The information will include access to the Community Map, a database of preceptors and sites Frontier students have used in the past. Once students are enrolled they will attend information sessions to review the process of credentialing preceptors and clinical sites which is the responsibility of Clinical Credentialing services but important for students to understand. We highly recommend finding appropriate preceptors early in the program. The process of credentialing sites can take several months and some states require advance notice and approval for students to complete clinical in their states. Once you receive a commitment from a preceptor, you will complete a Clinical Site Approval From (CSAF) (located in the Community Map). Upon acceptance by the student's clinical faculty, Clinical Credentialing services will begin credentialing the preceptor/s and site. MSN and PGC students may not complete clinical rotations in sites owned or administered by a family member, member of the household, at sites where they have a stake in ownership, or have a family member serve as a preceptor.

DNP applicants are strongly encouraged to identify potential clinical project sites and mentors as early in the program as possible since the clinical project initiatives are to be site driven. DNP clinical faculty are closely involved in assisting in the identification of appropriate sites and mentors. Once a commitment is received from a site and mentor, a Clinical Site Approval Form (CSAF) is submitted (located in the DNP Prep 101 Canvas course). Upon acceptance by Clinical Credentialing services , the staff will begin credentialing the site. The process of credentialing sites may take several months to complete. DNP students may not complete clinical projects in sites owned or administered by a first-degree family member, e.g. spouse, parent, or child. For further clarification regarding these requirements please contact the DNP Program Director.

Course Transfers

FNU students may transfer up to ten (10) eligible credits into their program of study if the credits were earned at a regionally accredited institution of higher learning and nursing courses earned in an ACEN or CCNE accredited program that was accredited at the time the courses were completed.

For further information, please review the Evaluation of Previous Academic Work policies.

Computer Skills Proficiency

FNU students are expected to be able to use a computer independently. Students are not expected to be computer experts, but there is a minimum level of computer skill that is necessary to successfully complete

education at FNU. Below is a brief overview of expected computing skills.

Basic Computer Skills

- Re-size windows, have multiple windows open and move between them
- Navigate through the computer's file/folder system
- Use the Search or Find File function to find files
- Identify name and version of computer software
- Install new software on the computer
- Use the Help menus
- Distinguish file types (e.g., Identify whether a file is a JPG or GIF)
- Create and name a new folder in Windows

Internet Skills

- "Surf the web" and identify the address (URL) of the web page being viewed
- Utilize Internet Tools (e.g., clear history or change security settings)

- Send/receive email and attachments

Software and Word Processor Skills

- Create and edit a document using Microsoft Word
- Create and edit a spreadsheet using Microsoft Excel
- Create and view a presentation in Microsoft PowerPoint
- Open and print a document in Adobe Acrobat Reader
- Copy, cut and paste sections of text
- Format text/character size (10pt, 12 pt), font (Times, Arial)
- Use bullets, lists and table functions
- Adjust margins and tabs
- Create headers and footers, paginate and create page breaks
- Zip and unzip documents

Less than Proficient Skills

If students are not proficient in a skill area, FNU requests that they take additional training. Simply put, FNU does not want the computer to be a barrier to a student's education. There are mechanisms available to enhance students' learning experience and avoid wasting their precious time struggling with the computer. **Click here for Computer Learning Resources suggestions**.

Technology Requirements

As a distance learning program, FNU relies on technology, which is why it is so important for students to have the right equipment to ensure their success. FNU requires that all students own a laptop, a mobile device, and have a reliable Broadband internet connection. Although it is suggested that students obtain the highest quality products available to them, the following are the minimum technology requirements for the program:

Laptop Hardware Requirements:

Component	The "minimum" requirement is for a student who may already own a laptop.	The "preferred" specification is for the student who is purchasing a new laptop.
Processor Intel Pentium / Core 2 Duo processor or higher AMD Athlon II / Turion processor or higher	Intel Core i5 or higher AMD Phenom II or higher	
Memory 4 GB or more	8 GB or more	
Hard Disk 20 GB of free space	Solid State Drive with 20GB of free space	

Video Card 1024x768 resolution or higher, 16-bit color depth or higher with connector for stand-alone display	256 MB dedicated to video memory with connector for stand-alone (extended desktop) display	
Laptop Display	11-inch or better	15-inch or better
Sound Card Any type with microphone input	and speakers Any type with microphone input and speakers	
Headset Analog headset with microphone	USB headset with microphone Frontier Nursing University	

Webcam 800x600 resolution, 30 frames per second HD or 720p resolution, 30 frames per second	Any type Any type	
Mouse & Keyboard	10/100 Mbps Ethernet 10/100/1000 or Gigabit Ethernet	
Network Hardware		
Wireless 802.11g	802.11n / 802.11ac	
Operating System**	Windows 7, Mac OS X 10.9 Mavericks or Chrome OS	Windows 10, Mac OS X 10.11 El Capitan, or Chrome OS

Laptop Software Requirements:
- Microsoft Windows 7, 8, 8.1, or 10
- 10.9 (Mavericks)
- OS X Yosemite (10.10)
- OS X El Capitan (10.11)
- Chrome OS 42+ running Intel or ARM processor with 2 GB RAM

Web Browsers that can be utilized:
- Microsoft Internet Explorer 10 or higher
- Mozilla Firefox
- Google Chrome
- Apple Safari

Other Software:
- Microsoft Office 2013 or higher including Excel, Word, PowerPoint, Microsoft Office 2011 for Mac or higher including Excel, Word, PowerPoint
    - Please visit the **Microsoft Store** for educational discounted prices.
- Adobe Acrobat Reader
- (**http://www.adobe.com/go/EN_US-H-GET-READER**)
- Adobe Flash Player
- (**http://www.adobe.com/go/EN_US-H-GET-FLASH**)
- Windows Media Player 11 or higher
- (**http://www.microsoft.com/windows/windowsmedia/player/11/default.aspx**)
- Apple QuickTime Player for Windows
- (**http://www.apple.com/quicktime/download/**)
- Apple iTunes for Windows
- (**http://www.apple.com/itunes/download/**)
- Please be sure to protect your investment with Antivirus Software!
    - Free Virus and Malware protection options are available:

- **[Sophos Antivirus](#)**
- **[Avira Antivirus](#)**
- **[MalwareBytes](#)**

Internet Connection Requirements:

Broadband Internet connection (DSL or cable modem); speeds of 10Mb download/3Mb upload minimum (the faster, the better). Please check with your Account Settings or the bill from your Internet Service Provider to verify you meet this requirement.

Chromebooks:

The use of Google Chromebooks can be used for most FNU online activities but certain limitations are evident when a course requires submissions in Microsoft Office. If you decide to use a Chromebook for your coursework, please ensure that you have access to Microsoft Office from another machine for specific course assignment requirements.

Password:

The use of a strong password is required at FNU. All new users are issued a strong password during the new account creation process. If you decide to change your password, all passwords are required to be at least 8 characters long, containing at least 1 uppercase, 1 number, and use of at least 1 special character.

Mobile Requirement:

Courses at FNU are enhanced with media that can be downloaded to your mobile device. Additionally, both your coursework and clinical rotations will involve using mobile applications. Therefore it is required for students to own a mobile device so that they may take advantage of these offerings. Both Android (version 2.2 or higher) and Apple (iOS 7 or higher) devices are supported. Devices should have a minimum of 16GB of memory.

There are a variety of devices that will satisfy this requirement so you may be wondering which is best. Unfortunately, we can't really answer that question since it's a very personal choice, but here are some things to consider:

- Operating System
- Device and Screen Size
- Data plan/phone service

Keep in mind that technology changes very quickly and certain mobile applications provided by FNU may update their minimum device requirements. The technology requirements web page is updated as soon as possible when these requirements change. If your device is no longer supported, you may need to purchase a new device.

Please bring both your laptop and mobile device with you to Frontier Bound. Both will be used in various sessions. You will have a hands-on, small group session with the IT Staff where you can ask technology questions and troubleshoot any problems with the devices.

If you have any further questions or need assistance in determining the appropriate equipment, please contact our [Support Desk.](#) We look forward to helping your student experience memorable and rewarding.

What's the difference?

All devices offer internet browsing and handheld computing with third-party applications ("apps."). The iPhone, of course, also offers wireless phone service. With an iPhone, users can access the Internet over the cellular network, but must pay a monthly data fee along with the phone bill. With a standard tablet, users must be connected to a wireless network in order to access the Internet, but there is no monthly fee. The iPad has an option for either.

Which device is best?

Device selections are diverse and will depend on students' individual needs and preferences.

Preparing for Bounds

It is required that students bring a laptop and mobile device to Frontier Bound, to be used in various sessions.

Students will have a group session with the IT staff to assist with technology questions and troubleshoot any problems with the devices.

If you have any further questions or need assistance in determining the appropriate equipment please email **support@frontier.edu** or call Support at (859) 251-4545. We look forward to helping make your student experience memorable and rewarding.

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If you have any further questions or need assistance in determining the appropriate equipment please contact our Support Desk. We look forward to helping make your student experience memorable and rewarding.

Scanning Requirement:

Due to the nature of distance learning it is often necessary for students to submit signed documents, handwritten pages, or a digital copy of a paper certificate. In order to accommodate these needs the University recommends that each student either 1) become proficient in the use of a digital camera (the one in a current iPhone is acceptable) to appropriately digitize paper documents or 2) have ready access to a digital scanner for digitization. A scanner or printer with an integrated scanner may offer a better quality and be an easier to implement solution than trying to utilize a camera as a scanner. In either case, the resulting file must be completely legible, submitted as a low to medium resolution JPG file, and typically smaller than 1MB per page.

Banyan Tree 101 (BT101) Requirement Prior to Starting Any Courses

Upon Admission to a new academic program or readmission to a program from which the student previously withdrew, all students must take Banyan Tree 101 (BT101). The BT101 course is customized to address the orientation needs for each program type: non-matric, MSN, PGC, DNP. BT101 provides details on Frontier Bound Orientation, prepares students for the FNU online learning environment, disseminates tips and skills for academic success, and facilitates mandatory content for all FNU students.

Current MSN and PGC students who are transferring from one specialty track to another are not required to retake BT101.

Applicants Who Are Registered Nurses with a Bachelor's Degree in another Field

Applicants who are registered nurses with a bachelor's degree in another field will be required to submit a portfolio. In addition, their transcripts will be reviewed to determine if they have completed the required prior coursework. After review of the portfolio and the transcripts, the need for additional coursework in undergraduate nursing theories and research will be determined.

Instructions for Portfolio (Non-BSN Applicants Only)

Applicants with a baccalaureate degree earned at a regionally accredited institution of higher learning in a discipline other than nursing must submit a portfolio detailing their employment and academic experiences. Applicants are expected to provide the information and meet the requirements listed below. It is important to

carefully respond in detail to all of the items. Admission depends on a clear description of the applicant's achievements. Applicants who do not meet all performance requirements but whose credentials reveal potential ability for graduate study may be referred to a committee for recommendations pertaining to their acceptance. In some instances, applicants may be required to fulfill prerequisites designated by the committee.

When assembling your portfolio the following information should be included in a notebook or folder.

1. Curriculum Vitae including:
   - Formal education, degree(s) obtained and major, school attended, dates.
   - All nursing and other positions held
   - Any relevant CE programs/courses taken.
   - Any published professional articles (in journals, hospital/agency publications, school newspapers, etc.).
   - Presentations before staff, patient/family and other groups including educational seminars presented to peers as part of job responsibilities (date, title, location).
   - Honors/awards received.
   - Membership in professional and other organizations—offices held, dates of membership. ● Community service: name of organization, description of activities.

2. A formal paper, divided into the following six sections.This paper is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on your direct entry into the MSN program. Follow the guidelines carefully, speaking to all items. The paper will be evaluated on content, clarity of presentation, grammar, punctuation, etc.

   Section 1. Description of the theoretical basis of your practice
   - This description may be eclectic drawing on knowledge from behavioral, biologic and other theories, including one of a nurse theorist.
   - Give two examples of application in practice.

   Section 2. Description of teaching and counseling aspects of your practice
   - Give three principles of teaching and describe how these have been applied using three examples of patient, family, or group teaching activities.
   - Give three principles of counseling and describe how they have been applied in your work with patients/clinics or staff, or groups. Give at least three examples.

   Section 3. Description of collaborative activities, with all members of the health team
   - Define collaboration.
   - Describe how collaboration is applied in your practice using three examples.

   Section 4. Description of leadership and change
   - Define and describe leadership.
   - Give three examples of how you have functioned as a leader in your position (you do not need to have had a "formal" leadership position, a staff nurse can be a leader).
   - Describe inhibitors and facilitators of change. Describe how you have participated in change giving two examples.

   Section 5. Description of research knowledge/activities
   - Describe content related to research that you have had in your nursing program and in your other collegiate programs. This can include courses in research or content related to reading and evaluating research that was incorporated into the courses such as sociology, biology, etc. Identify courses and content specifically.
   - Describe how you incorporate research findings into your practice. Give one example. ● Describe any clinical research activities in which you have participated or which you have facilitated.

Section 6. Personal philosophy of nursing
● Describe your personal philosophy of nursing.

● Include an analysis of how nursing and general education in the baccalaureate or higher degree
   program has influenced this philosophy.

Academic and General School Policies

Academic Evaluation Methods

A variety of evaluation measures are used in the didactic courses, including graded assignments, examinations, and class participation. The evaluation measures for the Clinical Bound courses will also include demonstration of skills. Daily and monthly developmental assessment tools (DDATs and MDATs) will be used during the Clinical Practicum. Clinical progress will be evaluated through a collaborative effort among the student, preceptor, and Regional Clinical Faculty. A grade of A or B (equivalent of at least 80%) must be achieved in all courses.

Academic Freedom Policy

Frontier Nursing University is a private, non-profit, non-residential community-based, distance education graduate school offering a Master of Science in Nursing Degree, a Doctor of Nursing Practice degree and post-graduate certificates in advanced practice specialties. The mission is to provide a high quality education that prepares nurses to become competent, entrepreneurial, ethical and compassionate nurse-midwives and nurse practitioners who will provide primary care to women and families residing in all areas with a focus on rural and medically underserved populations. This mission is optimally accomplished in an atmosphere of free inquiry and discussion, referred to as academic freedom. FNU honors the following statements related to academic freedom.

There are three aspects of academic freedom and three aspects of academic responsibility. As a learned person each faculty member recognizes that people will judge the profession and FNU by what is stated in a teaching situation and in public.

As scholars, faculty members are entitled to full freedom to study, discuss, investigate, conduct research and publish in their areas and as appropriate to their respective roles and responsibilities. They are responsible for developing and improving their scholarly competence, practicing intellectual honesty, and seeking and stating the truth as they see it. Respect for the scholarly endeavors of other faculty and students, including their right to express their opinions, is necessary for all to have academic freedom.

As teachers, faculty members are entitled to freedom in discussing their subject but care should be taken in teaching controversial matter that has no relation to the subject. Faculty should present in their courses that which is described in the catalog and is approved by the faculty in their collective responsibility for the curriculum.

As a member of a profession, they are responsible for teaching the content that the profession deems necessary for the development of new professionals.

As citizens, faculty members have the right to express their opinions without institutional censorship or discipline. Faculty members should remember that as learned members of their community, the community may judge their profession and their institution by their opinions. They should make sure their statements are accurate and that they speak as private citizens and not for Frontier Nursing University.

Academic Hiatus Policy

FNU encourages continuous enrollment and progression towards program completion. However, FNU recognizes some circumstances may force students to temporarily interrupt their studies. Students may petition the university to take a one term academic hiatus (AH) or emergency academic hiatus (EAH): but are limited to a total of two academic hiatus terms every 365 days. Students wishing to take a hiatus in back-to-back terms must submit the petition request prior to each individual term. A single petition request form cannot be approved for more than one term. Students should explore all possible options, such as taking a lower credit load, prior to deciding on an academic hiatus.

Planned leaves that are requested before the start of the term are considered non-emergency hiatus (see **Academic Hiatus (Non-Emergency)**. Leaves requested after the beginning of the term may be granted for

documented emergency situations which preclude the ability to effectively attend school (see **Emergency Academic Hiatus**).

While on academic hiatus (AH or EAH), students may not do any coursework, complete any clinical hours, submit any assignments, or take any examinations. Students are strongly encouraged to not begin a hiatus with an incomplete (I) grade in any of their courses. In the event this is unavoidable, the student must meet with the didactic Course Coordinator or RCF upon return from the hiatus to discuss the course in which they have an incomplete or in progress grade. If the didactic course has been significantly revised, the Course Coordinator, in consultation with the Department Chair, may require the student to complete assignments in accordance with the new course content. (see **Incomplete Grade Policy)** Clinical students may be required to retake some

coursework after returning from hiatus, depending on the length of time out of the clinical setting. (see **Clinical Practicum Policies)**

A student who has a course(s) remaining on their program of study, does not enroll for a term, and does not complete the process for officially requesting an Academic Hiatus as outlined below will be officially withdrawn from FNU and must reapply and be readmitted to FNU. (see **Continuous Registration Policy**)

A student who is enrolled in a course(s) during a term, stops engaging in coursework, and does not complete the process for officially requesting an emergency academic hiatus as outlined below will be officially withdrawn from FNU due to lack of academic engagement and must reapply and be readmitted to FNU. (see **Withdrawal from FNU policy**)

Students on academic hiatus are expected to check their FNU email account at least once per week for important university communications. Students continue to have access to the Banyan Tree Portal, FNU email, and the support of FNU personnel and resources while on AH.

Financial Aid Responsibilities Related to an Academic Hiatus
If a student holds or has held a federal Stafford or Grad PLUS loan they will be withdrawn from the student loan program and will not be eligible for loan disbursements during their hiatus. A federal withdrawal calculation will be completed and may result in FNU and the student refunding unearned funds to the Direct Loan Program. Please see the Tuition Policies Related to Academic Hiatus in the Tuition and Fees section of this Catalog for complete details about how tuition and financial aid are affected by a hiatus. Students who have been withdrawn from the Federal Financial Aid Program will enter their grace period. In the event a student enters loan repayment during hiatus and isn't financially prepared to make payments they must contact their lender to discuss their options. To view a Financial Aid Question/Answer section on academic hiatus and how it affects a student's financial aid visit the Financial Aid FAQ.

Academic Hiatus (Non-Emergency)
It is strongly recommended that a planned Academic Hiatus be requested *before* the beginning of the term for which the AH is being requested. The due date to request an Academic Hiatus (Non-Emergency) is the last day of the add/drop period for the affected term.

Requesting an Academic Hiatus (Non-emergency)
1. The student must discuss their request for an AH with their Academic Advisor to confirm eligibility and to review and revise the program of study.
2. In certain situations, the student may also be advised to speak with the Department Chair, Clinical Director, or Program Director prior to deciding on an AH.
   a. MSN and PGC students who have completed Clinical Bound must consult with their RCF and Clinical Director prior to deciding on a hiatus.
   b. DNP students who have begun the clinical project coursework (including DNP850) must consult with the DNP Program Director prior to deciding on a hiatus.
3. Students receiving financial aid must contact Financial Aid Services to discuss the effects an AH will have on their financial aid.

   a. The student will be withdrawn from the Financial Aid Program during the Academic Hiatus time period. The grace period for student loan repayment begins upon the last date of academic engagement (i.e. the last date of the term prior to the AH).
4. The student must complete the Status Change form no later than the last day of the Course Add/Drop period.
5. Once the AH is approved, the student, Department Chair, Program Director, Clinical Director, RCF, Registrar, Academic Advisor, Financial aid, and Bursar will be notified via the Status Change process. 6. Students in clinical courses who are approved for an AH must notify their preceptors of the AH. 7. Students should confirm that all contact information is current in Self-Service before going on AH.

Emergency Academic Hiatus (EAH)
FNU recognizes that students encounter emergencies that require an academic hiatus after the beginning of a

term. Requests for academic hiatus after the Course Add/Drop period at the beginning of the term may be granted for emergencies including but not limited to medical, legal, or family crises that impact the ability to complete coursework. Petitions for an Emergency Academic Hiatus (EAH) will be reviewed by the Student Review Team of the Student Policy Team at the request of the student's Department Chair or Program Director. All EAH petitions require documentation. Documentation may include but is not limited to:

- verification of accident, illness, or birth (such as a discharge summary, letter from the treating provider, or copies of medical bills),
- a letter from a licensed counselor,
- an obituary,
- other appropriate documentation.

Documentation should contain the student's name and/or the name of someone with a verifiable relationship to the student. All documentation should have sensitive personal identifying information, such as social security numbers or medical record ID numbers redacted.

Students approved for an Emergency Academic Hiatus after the beginning of a term and on/before the last day of a term will be withdrawn from all courses for the term. Students who qualify for an I or IP grade (see **Incomplete Grading Policy** and **In Progress Grading Policy**) should consult with the Department Chair or Program Director to determine their best options. An Emergency Academic Hiatus counts as one of the two allowable academic hiatus' in a 365 day period.

Students who have exhausted all available academic hiatus and are either unable to return to coursework or continue in coursework will be counseled by the Department Chair, Program Director, Clinical Director, or Academic Advisor to withdraw from the institution (see **Withdraw from FNU**).

Requesting an Emergency Academic Hiatus

1. The student must discuss their request for an EAH with the Department Chair or Program Director. The student may also be advised to speak with the Academic Advisor to confirm eligibility and revise the program of study.
    a. Because a student is withdrawn from all courses in the requested EAH term upon approval of the hiatus, all work completed from the first day of the EAH term until the time of course withdrawal in the EAH term is forfeited.
    b. Students enrolled in MSN or PGC clinical courses are strongly encouraged to consult with their RCF and Clinical Director before petitioning for an EAH. It may be possible to utilize the in-progress (IP) grade instead of EAH. (see **In-Progress Grade Policy**)
2. Students receiving financial aid must contact Financial Aid Services to discuss the effects an EAH will have on their financial aid.
3. The student should contact the Bursar to learn how/if the EAH will impact their tuition and billing. 4. The student must submit a personal statement along with the appropriate documentation, to the Department Chair or Program Director. The personal statement should address the reason for requesting the EAH and an anticipated plan for successfully returning to their studies. EAH petitions are confidential to the Student Review Team of the Student Policy Team.
5. The Department Chair or Program Director will present the request to the Student Review Team of the Student Policy Team for review and decision. ¶
6. The Department Chair or Program Director will notify the student of the decision immediately after review. ¶

7. At the time of the EAH request, Tthe student must complete the Status Change process per instructions in Self-Service immediately.
    a. If the EAH is approved, the student will be withdrawn from all courses for the term and the student, Department Chair, Program Director, Clinical Director, RCF, Registrar, Academic Advisor, Financial aid, Course Coordinator and Bursar will be notified via the Status Change process.
    b. At the discretion of the Department Chair or Program Director, they may present the request to the Student Review Team of the Student Policy Team for review and decision.
    c. If the EAH is not approved, the Department Chair or Program Director will notify the student of the decision immediately after the review.
8. Students in clinical courses who are approved for an EAH must notify their preceptors of the EAH.
9. Students should confirm that all contact information is current in Self-Service before going on EAH.

Return from an Academic Hiatus (Non-Emergency) or Emergency Academic

Hiatus

Students are strongly encouraged to submit the Status Change form to return from an academic hiatus (AH) or an Emergency Academic Hiatus (EAH) no less than six weeks prior to the start of the term they wish to return. This will allow students to register for coursework on time. All requests to return from AH or EAHacademic hiatus must be received no later than the last day of the add/drop period the term the student wishes to return. Students returning from AH or EAHacademic hiatus will not be eligible to enroll in courses until the Return From AH Status Change form has been processed.

- DNP students who will be returning from AH or EAHand entering immediately into the clinical project series (DNP850 to -DNP853) should have an identified clinical project site and should submit the Return from AH Status Change form at least two weeks prior to the start of the term they wish to return.
- MSN & PGC students who will be returning from AH or an EAH and entering immediately into Clinical Bound or clinical courses must have a Complete submitted at least one Cclinical Plansite, all compliance documents, and the Return from AH Status Change form at least two weeks prior to the start of the term they wish to return. MSN & PGC students who do not submit each of these items within this timeframe will not be eligible to register during the term immediately following the AH or EAH. If there are no other required courses on the POS, MSN & PGC students in this situation will be required to take an additional AH (if eligible) or withdraw from FNU.

Academic Standards Committee

- The President or Dean of Nursing may convene an Academic Standards Committee (ASC) upon an appeal of a dismissal or a grade appeal that is not mediated at the Department Chair or Program Director level. The ASC will consist of a three-person committee of faculty members who were not directly involved in the assignment of the grade or the original decision to dismiss. The ASC will include at least one faculty member with senior academic faculty experience (defined at the President's or Dean of Nursing's discretion).
- The student will be granted the opportunity to address the ASC by telephone conference call and/or by written statement.
- In the case of appeals or course grades, the ASC shall examine all data pertaining to the appeal and make written recommendations to the Dean of Nursing. All attempts at resolution of the issue are to be documented in minutes.
- In the case of appeals of dismissal, the purpose of the ASC review is to assure that there was no bias, no error of application of policy, and that the student received due process. The purpose of the ASC is not to review the dismissal decision, but to review the procedures and processes that were used to arrive at the decision.
- The Department Chair or Program Director who handled the Appeal of Course Grade or a Student Review Team of the Student Policy Team member involved in the decision to dismiss will be available to the ASC during the conference call for questions and/or clarification.
- The ASC members will review all documentation pertaining to the grade assignment or dismissal. These documents will also be made available to the student.

- The appeal process shall be completed within 45 days after receipt of the student's letter to the President requesting an appeal of dismissal or 45 days after the President or Dean of Nursing is notified of an appeal of a course grade.
- The recommendation of the ASC shall be communicated to the President or Dean of Nursing who will then inform the student via both email and by certified letter of his/her decision.

Accommodations for Military Service

Students who have military service responsibilities (active duty or reserves) shall notify the appropriate Department Chair or Program Director upon admission. In the event there is a change in duty status (for example a reservist being called up for active duty) that interrupts coursework the student will communicate with the Course Coordinator and the appropriate Department Chair or Program Director to formulate an action plan. Documentation of change in military status and projected timeframe may be requested. Consideration for active duty and completion of clinical hours will be evaluated on a case-by-case basis. FNU supports military service and will make every effort and reasonable allowance to allow students to complete their program successfully.

Americans with Disabilities Act (ADA) and Section 504 Policy

It is the policy of FNU that no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. FNU does not discriminate in admission to, access to, or participation in its programs or activities. FNU's policies and practices will not discriminate against students with disabilities, and will make accessible to qualified individuals with disabilities its facilities, programs and activities.

   A. As used in this policy and the implementing administrative guidelines, "an individual with a disability" means a person who has, had a record of, or is regarded as having a physical or mental impairment that substantially limits one or more major life activities.
   B. An impairment that is episodic in nature or in remission may be considered a disability if it would substantially limit a major life activity when active.
   C. The determination of whether an impairment substantially interferes with a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services or learned behavior or adaptive neurological modifications.

Identification of Disability and Request for Accommodation

A student has no obligation to inform FNU that they have a disability; however, if a student requests that an accommodation be provided, the student must identify themself as having a disability. The disclosure of a disability is voluntary.

Every student who is identifying a disability and seeking a reasonable accommodation must provide documentation that they have a disability i.e. that is an impairment that substantially limits a major life activity, and supports the need for a reasonable accommodation. The documentation must identify how a student's ability to function is limited as a result of his/her disability. The primary purpose of the documentation is to establish a disability in order to help FNU work interactively with the student to identify appropriate services and/or accommodations. The focus is on whether the information adequately documents the existence of a current disability and need for reasonable accommodation. Documentation may also be requested to determine if a device or practice used by the student reduces or eliminates the effects of the student's impairment.

The student may be asked to provide documentation from an appropriate healthcare provider or qualified specialist including specific information which documents and supports the existence or diagnosis of the impairment, as well as specific information about the accommodations which may be needed. The documentation must indicate that the impairment substantially limits a major life activity. Students submitting documentation that

is more than five (5) years old or is deemed insufficient in meeting the necessary requirements listed above will be asked to submit a current or more specific FNU documentation form.

The documentation regarding the impairment and the accommodation that is being requested must be provided in writing to the ADA/504 Coordinator. A form, **Documentation of Disability**, is available for use in this regard.

Procedures

Upon receipt of a request for a reasonable accommodation and the necessary documentation FNU will engage in an interactive process with the student to determine the existence of a disability and if necessary the reasonable accommodation which will allow the student to participate in FNU's programs. FNU is not required to provide accommodations that will alter or waive essential academic requirements or that will fundamentally alter the nature of a service, program or activity. Upon conclusion of the interactive process, the determination of whether there is a disability which affects a major life activity and/or the reasonable accommodation shall be documented.

FNU is unable to make accommodations for facilities not owned or operated by the university. There are also aspects to the role of advanced practice nursing in the clinical setting that may be ineligible for modification. For example, in the clinical setting is it not reasonable for students to be approved for guaranteed extended time to see clients. Students are encouraged to consider their need for accommodation and initiate conversations as necessary and appropriate when communicating with potential clinical sites, preceptor, and organizations

administering certification exams.

Confidentiality

All records pertaining to a student or employee's disability including the request for accommodation and documentation of a disability, evaluation and diagnosis shall be kept confidential. The information will be shared only with those faculty members and others who are required to have access to this information. Any accommodations that are required for examinations will be shared with external testing servicing provider used by FNU.

ADA/504 Coordinator

FNU's ADA/504 Coordinator is:

Amy Holt
Disability Services Coordinator
Phone: (859) 251-4667
amy.holt@frontier.edu

Antiracism Policy

SUBJECT: Americans have been living in a racist atmosphere for over 400 years. Although progress has been made to improve the lives of people of color, systemic and structural racism still exists. People of color are subjected to social injustices daily. *White privilege* and *white supremacy* continue to plague the advancement of people of color. Dismantling racism is essential to achieving equitable nursing education, practices, policies, and research and distributive justice in the healthcare delivery system and improving healthcare services and outcomes for people of color.

PURPOSE: The purpose of this policy is to promulgate Frontier Nursing University's (FNU) strong stance against racism. FNU establishes this policy in an effort to eliminate intolerance, inequities and academic disparities throughout the University. As a University, we are intentional in our efforts to replace the factors that may lead to inequities, including racism, discrimination, and prejudice, with attitudes and behaviors that reflect acceptance, belonging, compassion, integrity, understanding, fairness, cooperation, and respect. Working towards equity at FNU includes the following goals:

Create an environment that promotes diversity, equity and inclusion, and promotes the success of all community members.

● Objective 1: Increase the percentage of students, faculty, staff, preceptors, Board of Directors, and administrators from racially and other underrepresented groups and rural communities. ● Objective 2: Integrate Diversity, Equity, and Inclusion as core values throughout the community. ● Objective 3: Ensure a diverse and inclusive curriculum with a focus on health equity and the factors that impact it.
● Objective 4: Implement strategies to retain at least 85% of enrolled students.
● Objective 5: Increase faculty and staff satisfaction and retention with a focus on underrepresented groups.

POLICY: Any form of racism will not be tolerated at FNU, on any FNU related platforms (e.g., courses, social media, email, online meeting platforms, etc.) or committed by any FNU employees, students or affiliates. See the Communications Policy in this Catalog.

GLOSSARY:
Antiracism- Antiracism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

Racism
1. occurs when an expression of Racial Prejudice emerges from a more powerful/privileged location in the hierarchy, and is directed at an individual/group in a less powerful/privileged location;
2. occurs where the target of the prejudice has less power than the perpetrator;
3. is top-down;
4. is an exercise of power;
5. refers not only to social attitudes towards non-dominant ethnic and racial groups but also to social

structures and actions which oppress, exclude, limit and discriminate against such individuals and groups. Such social attitudes originate in and rationalize discriminatory treatment;

6. can be seen in discriminatory laws, residential segregation, poor health care, inferior education, unequal economic opportunity and the exclusion and distortion of the perspectives of non-dominant cultures in institutions (Thomas, 1987);

7. refers to "a system in which one group of people exercises power over another on the basis of skin color; an implicit or explicit set of beliefs, erroneous assumptions, and actions based on an ideology of the inherent superiority of one racial group over another, and evident in organizational or institutional structures and programs as well as in individual thought or behavior patterns" (Henry & Tator, 2006, p. 352).

Forms of Racism- include but are not limited to offensive jokes, slurs, epithets or name-calling, physical assaults or threats, microaggressions, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work or academic performance.

Microaggressions- Microaggression is referred to as brief and commonplace daily verbal, behavioral, and/or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.

Racial Harassment- Racial harassment involves targeting an individual because of his/her race or ethnicity. The harassment may include words, deeds, and actions that are specifically designed to make the target feel degraded due to their race and ethnicity.

Racial harassment is wrong because:
- It identifies a person's racial or ethnic background as a negative rather than a positive characteristic ● It makes the victim feel powerless
- It insults and degrades
- It creates a climate that often leads to mistrust among students, faculty, and staff
- It is inhumane
- It affects the health of the person targeted

Racial or ethnic jokes have a history. They originated in times when a race or group of people were socially under attack and lacked the power to respond effectively. These jokes, whether intended or not, are reminders of that history and in some instances the present. Racial or ethnic jokes can:

- Endanger a worker's job performance and student's academic performance through stress ● Create an environment where more serious forms of discrimination and abuse can take place

PROCEDURE: Any employee who violates this policy will be subjected to disciplinary action up to and including termination of employment. Any student who violates this policy will be subjected to disciplinary action up to and including dismissal from the University. This policy applies to all faculty, staff, students, people seeking to work or study at FNU, volunteers, service providers, contractors, customers/clients, and visitors.

If you have experienced or are experiencing any form of racism, please submit your complaint here (Bias Reporting Form).

See the Student Bias Reporting Policy in this Catalog for guidelines and disciplinary actions for reported acts of racism.

Please note: Racial harassment is only one form of harassment. Racial harassment may subject the offender to other forms of discipline as it relates to harassment.

http://www.aclrc.com/racism-and-power
https://policies.education.nsw.gov.au/policy-library/policies/anti-racism-policy
Policy Format

Student Bias Reporting Policy

SUBJECT: Frontier Nursing University (FNU) embraces an atmosphere built on the culture of caring. FNU respects the equitable perspectives of students regardless of race/ethnicity, color, gender, age, sexual orientation, religion, disability, military service, socioeconomic status, and/or national origin. The mission of FNU is to provide

accessible nurse-midwifery and nurse practitioner education to prepare competent, entrepreneurial, ethical, and compassionate leaders in primary care to serve all individuals with an emphasis on women and families in diverse, rural, and underserved populations. To accomplish this mission, FNU must visibly support suspected bias reporting that affords all students with the opportunity to learn in a safe environment.

PURPOSE: The purpose of this policy is to create a safe place for students to report suspected bias and to mitigate the potential for harm due to incidents of bias. Reports may be anonymous, if desired. All reports of suspected bias will prompt an investigation and follow up. Reports of bias should be submitted to Human Resources. Any student who has been found to negligently exhibit bias will be subjected to disciplinary action. There will be no retaliation against students who report incidents of suspected bias. This policy is intended to create a University climate that ensures acts of bias will not be tolerated.

All bias incidents will be tracked and kept confidential by all involved parties (e.g., The Dean of Inclusive Excellence and Student Success, the Dean of Nursing; the President; Anti Racism and Bias Advisory Council (ABAC); Department Chair; Course Coordinator; Human Resources (HR), etc.). However, de-identified data describing the incidence of bias and outcomes of investigations may be collected and reported annually for University strategic planning and potential policy revisions.

GLOSSARY:

The AntiRacism and Bias Advisory Council:
> **Purpose:** The Anti Racism and Bias Advisory Council (ABAC) is a group of 5 individuals (employees) who will serve as an advisory board for the antiracism policy and the employee and student bias reporting policies. The advisory council will report to the Dean of Inclusive Excellence and Student Success.

> **Members of the Advisory Council:** Members of this group will be 4 faculty and staff volunteers (and 2 alternates) with evidence of DEI education, training, and/or experiences, and 1 executive sponsor. The members may serve on the council for a total of 1 year. The Executive Sponsor for this group will be the Dean of Inclusive Excellence and Student Success. The executive sponsor member of the ABAC will be

> responsible for senior management accountability for the University DEI goals. The Executive Sponsor will serve as coach, facilitator and tiebreaker. The Executive Sponsor will serve in this role for 1 year.

Explicit Bias: Explicit bias is the traditional conceptualization of bias. With explicit bias, individuals are aware of their prejudices and attitudes toward certain groups. Positive or negative preferences for a particular group are conscious.

Implicit Bias: Implicit biases involve associations outside conscious awareness that lead to a negative evaluation of a person on the basis of irrelevant characteristics such as race or gender.

Bias Incident: A situation in which an individual(s) feels they have directly experienced bias based on their identity, including race/ethnicity, color, gender, age, sexual orientation, religion, disability, military service, socioeconomic status, and/or national origin.

Examples of Bias:
- Overt racism and racist comments
- Unfair grading based on identity
- Microaggressions
- Bias including but not limited to:
  - Color
  - Gender
  - Age
  - Sexual Orientation
  - Religion
  - Disability
  - Military or Veteran Status
  - Socioeconomic Status
  - National Origin

PROCEDURE:
1. Individuals who feel they have directly experienced bias should report suspected bias incidents on this form [(Bias Reporting Form)](#) which will go directly to Human Resources.
2. The process for investigation of a suspected bias incident will begin in Human Resources. The Human Resources Director, or their designee, will remove identifying information from the bias reporting form and submit it to the Dean of Inclusive Excellence and Student Success.
3. The Dean of Inclusive Excellence and Student Success would convene the ABAC. a. The Dean of Inclusive Excellence and Student Success, the Dean of Nursing and/or the Department Chair will notify the individual that committed the suspected bias offense they have been involved in a reported bias incident.
4. The ABAC will assess the suspected bias incident report and determine if a bias incident has occurred and make recommendations.
   a. Individuals accused of a possible violation will have an opportunity to make a written and/or verbal statement to the ABAC during a conference call. The ABAC may also ask questions of the individual, but individuals are not required to answer those questions.
   b. The Individual who originally reported the incident will have an opportunity to make a verbal statement to the ABAC during a conference call. The ABAC may also ask questions of the individual, but individuals are not required to answer those questions.
   c. Documentation gathered by the Dean of Inclusive Excellence and Student Successregarding the alleged incident(s) will be submitted to the ABAC and the individual being reviewed.
   d. The ABAC may choose to speak with faculty, staff and/or students who have direct knowledge of the possible incident.
   e. The ABAC will submit to the Dean of Inclusive Excellence and Student Successwritten minutes of their meeting to include whether or not a bias incident occurred and their recommended actions. 5. The Dean of Nursing, Department Chair, Program Director, and the Dean of Inclusive Excellence and Student Success Will develop a plan and implement as appropriate.

One or more of the following actions may be recommended by the ABAC:

1. **Conversation:** The Dean of Inclusive Excellence and Student Success, Dean of Nursing, Department Chair, and/or Program Director may have a conversation regarding the incident with the person(s) perceived as responsible for a bias related-incident, respecting wishes for anonymity or otherwise.
2. **Mediation:** The Dean of Inclusive Excellence and Student Success, Dean of Nursing, Department Chair, and/or Program Director could arrange mediation between the individual reporting the incident and the person(s) involved in the incident.
3. **Referral:** Support and counseling for the affected individual and/or accused individual could be arranged.
4. **Education:** on bias
5. **Disciplinary Action:** Under certain circumstances and when institutional policy is violated, disciplinary action may be taken toward the person(s) who precipitated the incident. This could include a bias improvement plan suspension with or without pay or dismissal from the university.
6. **No Further Action:** This could be an outcome, for example, if the individual reporting the incident chooses not to further pursue it or if it cannot be determined that laws or institutional policies were violated.

★ Consultation with the Dean of Inclusive Excellence and Student Success is permissible.
★ Reports will become a part of the student file.

*Depending on the severity of the bias incident, the ABAC may recommend any of the above actions up to and including termination. Thus, an employee may be terminated from the University on the first offense, or a student may be dismissed on the first offense. Also, see the Antiracism Policy in this Catalog.

- **[Understanding Bias: A Resource Guide](#)**
- **[Bias-Related Incident Reporting](#)**
- **[UCLA Bias Training](#)**
  - **[Consequences of Attributing of Discrimination Implicit Bias vs. Explicit Bias Article](#)**

Assignment of Credit Hours

Frontier Nursing University has sound policies and procedures that conform to federal and state regulations and commonly accepted practices for distance education in higher education for defining a credit hour and determining

the amount of credit awarded for courses and programs.

The definition of a credit hour is relevant to the preparation of curricula at Frontier Nursing University. Goals of establishing credit hour equivalency include: (1) enabling students to meet End of Program Student Learning Outcomes and graduate in a timely manner by ensuring that student workload is sufficient, but not excessive, for the credit hours assigned and (2) allowing faculty to design and deliver courses requiring an appropriate amount of faculty and student time.

Although Frontier Nursing University operates on the basis of four terms per year, the decision was made to use semester credits, rather than quarter credits, as a basis for credit calculation. The reason for this is that semester credits are the most commonly used measure of student engagement across U.S. institutions of higher education. Earned semester credits are more easily interpreted than quarter credits if, for example, a Frontier Nursing University graduate applies to a doctoral or other program at another institution.

The number of semester credit hours is proportional to student workload of activities designed to learn and master knowledge, skills, and abilities to meet course and End of Program Student Learning Outcomes. Examples of learning and evaluation activities include, but are not limited to: attending synchronous, web-based, faculty-facilitated sessions; interacting with faculty and other students in online forums, completing readings, study guides, formal writing assignments, reflection assignments and other structured learning activities, watching instructional videos created by faculty or outside experts; taking ungraded and graded quizzes and examinations; completing clinical hours and clinical skill competencies, and other out-of-class work associated with a course. Student variables such as capability, motivation, and background will have a strong impact on the amount of time required by an individual student to complete assigned work. Therefore, the guidelines in this policy should be considered to be principles that are not to be interpreted as strict rules.

For didactic coursework, one credit hour should equate to approximately 60 hours of total work to complete the course. Therefore, a three-hour didactic course should take a student approximately 180 hours to complete.

For clinical coursework, students must meet the required minimum number of hours, the required minimum clinical experiences, and established clinical competencies to complete the clinical courses. In the clinical area, students are expected to record total hours. In response to ACEN's endorsement of the NONPF National Task Force recommendations, FNU re-evaluated and modified the clinical coursework as follows:
- Students completing Clinical Bound **before 2025** and completing the NM/(F)NP/MH/WH 712-716 and NM/NP/MH/WH 641-644 clinical course series: one clinical credit hour should equate to a minimum of 45 hours of clock time in clinical activities to complete the course. Therefore, a three-hour clinical course should take a student approximately 135 hours to complete
- Students completing Clinical Bound in **2025 or later** and completing the NM/FNP/MH/WH 751-753 clinical course series: one clinical credit hour should equate to a minimum of 50 hours of clock time in clinical activities to complete the course. Therefore, a three-hour clinical course should take a student approximately 150 hours to complete

For lab coursework, one credit hour should equate to a minimum of 50 hours of total work to complete the course. Therefore, a three-hour lab course should take a student approximately 150 hours to complete

The assignment of credit guideline is not intended to require that student workload be measured; rather, it is a guideline that is applied when determining the number of credit hours to be assigned to a course.

The following equation outlines the approximate number of hours of study per week correlated to credits per term. The total hours for the number of credits are divided by 11 weeks:

credit hour(s) x hours of work / 11 week term = approximate number of study hours per week

The intent of this policy is to ensure that student workload for a given number of credit hours is appropriate for the credit hours assigned. However, it must be recognized that a uniform workload across all curricula for identical numbers of credit hours is not possible. By the nature of the curricula involved and the national expectations of advanced practice nursing education, and the skills and experience of the student, two courses with the same number of credit hours can be significantly easier or more difficult for a particular student. With these exceptions in mind, the definition of a credit hour carries with it significant flexibility while ensuring that a student's overall course load will be commensurate with the number of credit hours being taken.

Matriculated students completing five (5) credits or more in a term will be considered full-time status for that term.

Matriculated students completing four (4) or less credits in a term will be considered part-time status in that term.

Case Days

Case Management Days are seminars organized by the Regional Clinical Faculty. They provide opportunities for group learning and networking within the region. Students doing their clinical practicum present cases to facilitate group discussion of management options and to promote the pathways of critical thinking. All FNU students, preceptors, other FNU faculty, students from other schools, and anyone interested are invited to attend. A student may participate in a Case Day in any community in which it is being held.

Commencement Ceremony Participation

FNU celebrates graduates at an annual Commencement ceremony. The event takes place in Kentucky and any FNU Graduate whose degree was officially conferred since the previous year's Commencement is invited to participate. Current FNU students whose degree has not yet been officially conferred must meet eligibility criteria by the stated due date as outlined on the Commencement page on the FNU portal.

Graduates attending Commencement are encouraged to invite family and friends to join the celebration. Students earning multiple degrees from FNU may choose to participate in the Commencement ceremony after each degree or wait and participate once after all degrees are earned.

See the Graduation Requirements section of this catalog for more details on requirements for degree conferral.

Communications Policy

Communication in FNU is a vital part of our relationships with each other and with FNU as a whole. Students must conduct themselves in a professional manner in both written and verbal communication. Professional communication is the responsibility of the student. By choosing to disregard the communication expectations listed here, the student risks being placed on a Performance Plan for communication issues. Dismissal from FNU for infractions of the Communication Policy may result if unprofessional behaviors continue.

To meet the expectations for professional communication, students are required to:
- Display courtesy to faculty and staff regarding their office hours. Messages may be left on voicemail during "off" hours, but must show regard and awareness of the different time zones.
- Communicate with faculty, staff and other students in a respectful way even when problems may exist. ● Utilize proper channels when approaching a problem. If a problem arises, students must discuss the issues with the involved faculty member first.
- Respond to any faculty or staff email or phone contact within three (3) business days. ● Meet with faculty or staff within three (3) days of the faculty or staff's request for a meeting with a student. ● Communicate at least once per term at the mid-term with the Academic Advisor by either phone or email
    to update the Academic Advisor on course progress and plan registration for the following term. ● While enrolled in clinical courses, students will communicate at least twice biweekly with Regional clinical Faculty on course progress.
- Abide by all communication policies stated in specific courses or as listed in the course forums in Canvas. ● Submit name, address, and phone number changes within 14 days using the Profile tab in the FNU Portal ● Use FNU systems for all official correspondence with FNU and between FNU members. Outside vendors
    (e.g., Hotmail, EarthLink, etc.) may not be used. Communications using non-FNU services cannot be verified by FNU, will not be considered official, and may be discarded.
- Abide by electronic communications etiquette, using appropriate language.
- Check FNU email at least twice each week while enrolled in FNU.
    - Use the out of office setting when they will be unable to answer FNU email for more than 72 hours.

Email Signature

All Frontier students are required to use the following template for email signatures on their frontier.edu email accounts. This includes all emails sent from the frontier.edu email, regardless of its origination (PC, smartphone, mobile device, tablet, etc.):

[Your full name], [Your degrees]
[Your frontier email address]
[Your program, class #]
Frontier Nursing University

[Phone with area code]
[state of residence] [time zone]
Personal Pronouns (optional)
Academic Advisor: [Academic Advisor's name]
RCF: [RCF's name]
Projected Clinical Bound date: [Term, Year]

Example:
Sally Smith, *BSN, RN*
Sally.Smith@frontier.edu
CNEP Class 1
Frontier Nursing University
(606) 672-2312
State of Residence: KY (EST)
Professional Advisor: Jane Doe
RCF: Dane Joe*

Projected Clinical Bound date: Spring 2013*

For PM-DNP students, omit the RCF name and Projected Clinical Bound date.

Please refer to the Banyan Tree 101 (BT101) course for details on creating an email signature on your PC. Students may need to consult a user's manual for creating an email signature on other devices (smartphones, tablets, mobile devices, etc.). Should you include any additional information or content, it must appear after the signature and be of a professional nature. Consider that the entire signature will be included in all correspondence sent via email.

Email Subject Line
When using the FNU email to contact course faculty with questions, include the course number in the subject line. Example: Subject: MH705 - Question for Assignment

Areas of the Banyan Tree that must be checked at least twice each week are:
- Email.
- FNU Portal page for important announcements.
- Course Forums in Canvas (for currently enrolled courses).

Social Media Participation Guidelines
Expectations for professional communication extend to social media sites such as Facebook, Twitter, Flickr, blogs, message boards, etc. Online social media sites provide a great way for students to connect, collaborate, and communicate, and FNU supports this interaction. FNU encourages students to use social media technologies wisely by following these guidelines:
- Be aware that these sites are public, even closed/private sites can be easily accessible by others. Before posting something, ask yourself if you would want your instructors, patients, or potential employers to see it.
- Be safe online. Do not share personal information or passwords. Use privacy settings to protect your information.
- Be careful about what you say. Refrain from abusive, discriminatory, or foul language and hate speech Do not post something illegal, libelous, or potentially harmful. Refrain from making personal attacks, defamatory statements, and comments that violate the privacy of an individual.
- Follow copyright guidelines when posting work that is not your own. Give attribution (when paraphrasing or using short quotations) or verify that you have permission to use the work (when using a work in its entirety).
- Note that images and pictures may also be protected under copyright laws. Verify that you have permission to use an image or that it is covered under a Creative Commons license. If posting images that include other people, seek their permission first.
- Adhere to the requirements already stated in the Communications Policy regarding respectful communication. Promote civility, handle disagreements with respect, and engage in dialogue in accordance with the FNU Culture of Caring, Community of Inquiry, and Honor Code Policy.

As health care professionals, students also have a duty to respect their role as caregivers and to protect patients' privacy and the reputation of FNU. Students may NOT:

● Post any information or images relating to patient encounters on social media sites. ● Post content related to academic work, including assignments and examinations from FNU courses. ● Represent themselves as another person.

● Post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in behavior that could impact their professional reputation.

FNU Sponsored Social Media Platforms

The opinions and/or views expressed on FNU sponsored social media platforms, including, but not limited to, Facebook, Twitter, LinkedIn, and Instagram, represent the thoughts of individuals and online communities, and not those necessarily of FNU or any of its employees, board of directors, partners or affiliates. The opinions and views expressed on these pages do not in any way reflect the views of the site they are posted on, other sites affiliated with the site, the staff involved with maintaining the site, or any members of the site. FNU reserves the

right to remove or deny access to FNU sponsored social media pages for any inappropriate behavior. FNU reserves the sole right to review, edit and/or delete any comments it deems are inappropriate.

All links to other websites from FNU's social media pages and groups are provided as a service to readers. Links to external content do not constitute an endorsement of those sites by FNU, and as such FNU is not responsible for the content of external websites.

By submitting content to any of FNU's social media pages or groups, participants understand and acknowledge that this information is available to the public and that FNU may use this information for internal and external promotional purposes and fundraising purposes. Please note that other participants may use your posted information beyond the control of FNU. Individuals who do not wish to have the information you have made available via this site used, published, copied, and/or reprinted, should refrain from participating in FNU sponsored social media platforms.

For more information, see FNU Social Media Guidelines.

Comprehensive Review Course

The Final Comprehensive Review course provides a review of the student's educational experience and assesses student preparedness for board certifying exams. The course consists of content review and exams which are taken with the FNU remote proctor software.

It is recommended that the Final Comprehensive Review course is taken during the term in which the student is registered for his/her final clinical course. The grade for the Final Comprehensive Review course will be reported to the Registrar and to the student within one calendar week of course completion.

If a student does not achieve a passing grade in the Final Comprehensive Review Course, the student will be placed on a performance plan and will be required to retake the course the following term. The degree will not be conferred until after the student has retaken and completed the Final Comprehensive Review course and all other degree requirements have been met.

Continuous Registration Policy

Students must be either registered for courses or on an official academic hiatus every term until their degrees are awarded. Failure to register for courses or be on an official academic hiatus for any term (Winter, Spring, Summer, Fall) constitutes withdrawal from FNU. Responsibility to maintain registration rests with the student. Transfer and Gap Analysis credit posted to a term on the official transcript does not constitute "registration" for the purpose of the Continuous Registration Policy.

A student who is granted an I or IP grade in a previous term and has required courses remaining on their program of study must enroll in a new course for each subsequent term.

A student who has enrolled in all of the courses required for their program of study and are finishing I or IP grades in their final courses, are considered to have met the Continuous Registration Policy and are allowed to continue

working on the final I and IP grades without enrolling in a new course.

Course Registration Policy and Procedure

The self-registration period for the following term will occur during weeks seven and eight of the current term. All sStudents must meeting the following criteria are able to self-register conditions before online during the open registration periodcan be completed:

1. MSN and PGC sStudents in the first termdidactic portion of their degree or on a performance planand all DNP students must communicate with their Academic Advisor before course registration. Students beyond their first term should review their degree audit and communicate with their Academic Advisor as needed regarding course registration. . MSN and PGC students in the clinical portion of their degree must

communicate with their RCF before course registration. After this communication occurs, the Advisor or RCF will mark the student as eligible to register for the upcoming term.

2. All account holds must be resolved. Examples of holds include Financial, Credentialing, Academic Hiatus, RCF, etc.

3. The student must register within the dates of the open registration period via Self-Service. These occur during weeks seven and eight of each term and are announced on the web portal page. ¶ 4. All pre and co-requisites must be followed for appropriate registration. Please consult with your Academic Advisor or RCF about before making any changes in course order so that potential future consequences as a result of deviating from the standard order in the program of study is understood.

5. Maximum didactic course load for any student is 9 credit hours AND maximum 3 courses. During the term in which the MSN student completes PC716, students may complete up to 10 credit hours and maximum 3 courses. The maximum clinical course load for any student is 12 hours.

Only when all conditions have been met will you be able to register online.¶

Procedure for Online Registration in Self-Service:

Go to the portal page and on the left side is a button that says Self Service. Click on that button.

1. Go to the FNU Banyan Tree Portal Page and login with FNU Credentials.
2. on the left side, click the "Apps" and then Self Service.
3. Enter your Frontier username/password to sign inand hit the login button.
4. Click on the "Registeration" and then "Courses"Tab.
5. Click on Traditional Courses.¶
6. Click on the registration period.¶
7. When you first enter, your course cart will be empty. Click on "Section Search" to add a course. 8. Enter a course code (without any spaces) in "the course code box and click Ssearch" and hit enter. 9. Find the appropriate course/section and then click "Add."
10. Click "Register."
11. Click on ADD to add the course to your course cart.¶
12. A popup will appear. If you need to enter more courses click on view cart, otherwise you can click on Proceed to Registration.¶
13. Review your course cart. If you would like to add another course, click "Add Section". If you would like to remove a specific course you can click on "Remove" and if you are finished you can click on the "Register" button to proceed to registration.¶
14. When you have proceeded to registration you have one last chance to look at all of the courses in your course cart. If everything is properly accounted for, click on the Next button.¶
15. If you have not encountered any errors,you only need to click on the "Finished" button and you will be enrolled in your courses for the upcoming term.¶

If you encounter an error message during the registration finalization process, please contact the Registrar's Office by emailing registrar@frontier.edu. Technical Support by emailing Support@frontier.edu.

Students who need to register after the self-registration period ends will be charged a Late Registration Fee and will need to submit the Course Add/Drop form to the registrar@frontier.edu..

Course Access

Students have access to all course syllabi. Students must be aware that courses may change from term to term

including content, books, and required assignments. Academic Affairs will post a partial version of each syllabus two weeks prior to the start of the next term. The final syllabus will be available the first day of the term. Students are encouraged to review the course syllabus prior to the start date. Books should be ordered to ensure receipt prior to the beginning of the term. Textbooks for courses will be listed six (6) weeks prior to the next term on the online bookstore: **http://frontier.textbookx.com/**

Two Course Access Policy

A student may have access to a course a maximum of two times. Access to a course is defined as 1) completion of a course (regardless of grade) or 2) a course withdrawal not associated with an Emergency Academic Hiatus. Possible scenarios:
- First attempt is a course withdrawal, second attempt is a course withdrawal;
- First attempt is a course withdrawal, second attempt is a course failure;
- First attempt is a course failure, second attempt is a course withdrawal;
- First attempt is a course failure, second attempt is a course failure *(this scenario would initiate the Two Course Failure Policy)*.

Dropping a course during the add/drop period is not considered "course access." Withdrawn courses associated with an approved Emergency Academic Hiatus are not considered "course access."

Students who exceed the limit of allowable course access will be withdrawn from the University. When the limit of allowable course access occurs after the add/drop period but before the final day of the term (e.g. a course withdrawal at the midterm), students my choose to withdraw from the university immediately or remain enrolled for the remainder of the ongoing term and withdraw from the institution after the last day of the term. Students wishing to remain enrolled for the remainder of the ongoing term must submit their intent in writing to their Academic Advisor. When the limit of allowable course access occurs on or after the final day of the term, but before the end of the add/drop period of the subsequent term, the institutional withdrawal will take place immediately.

Students wishing to petition to remain enrolled despite the two course access policy must demonstrate circumstances of a "serious and compelling" nature and will be considered by the Student Review Team of the Student Policy Team at the request of the student's Department Chair or Program Director. The decision of the Student Review Team will be considered final.

Enrollment Following Frontier Bound or DNP Frontier Bound
Applicants who attend Frontier Bound/DNP Frontier Bound are expected to enroll in FNU the next term. Applicants who attend Frontier Bound/DNP Frontier Bound but are unable to enroll the next term may be considered for re-admission (refer to application due dates on the University website, application due dates generally occur four (4) months prior to the term begin date). Applicants should make their request to begin enrollment in a later term to an Enrollment Coordinator in Admissions Services. The Enrollment Coordinator will create an enrollment application for the applicable term. Requests should be made within six months of the Frontier Bound/DNP Frontier Bound attended. Applicants may use previously submitted admission materials. However any changes to admission materials must be shared/provided with Admissions Services for review by the Admissions Committee. If the applicant receives another offer of admission, within the six (6) month timeframe, they are not required to repeat Frontier Bound/DNP Frontier Bound.

Roll Call and Student Attendance at the Beginning of the Term
At the beginning of every term, student attendance will be verified in each didactic and applicable clinical course. The Course Coordinator will post instructions for completing Roll Call as the first required activity in each course. Every student is required to respond to the Roll Call during the first 72 hours of the term (by midnight Eastern Time of the third calendar day of the term). This is the final step in course registration.

Students who do not respond to Roll Call will void their registration and automatically be dropped from the course. Students who are dropped from all courses for which they are registered and who are not re-registered or on official Academic Hiatus before the add/drop due date will be withdrawn from FNU. Students who request to re-enroll in a course after failing to respond to roll call will be charged a course re-enrollment fee. See the **Tuition and Fees** section of this Catalog for current fees.

For students who add a course after Roll Call ends,(after the third calendar day of the term) attendance will be

verified by their academic engagement in the course via submission of the first required course assignment, examination, or active participation in an instructional activity such as a lecture, discussion board, group project, etc.

Adding and Dropping Courses

Students may add or drop a course until Monday of week two (2) of the term. A change in registration becomes effective only when the **Add/Drop Form** is completed by the student and submitted to the Registrar. All Add/Drop forms must be submitted by midnight on Monday of week two (2) of the term. The student should also send a copy of the Add/Drop form to the Academic Advisor and the Course Coordinator.

Individual courses dropped within the allowable time frame will not appear on the student's official transcript provided the student remains enrolled in at least one course for the term.

The financial obligation for all courses added during the allowable add/drop timeframe will be calculated as of the first day of the term, e.g. tuition is not prorated for courses added to a student's schedule after the first day of the term.

If a student does not answer roll call, drops all of their registered courses and does not request an academic hiatus or enroll in another course for the term before the end of the allowable add/drop period, it is considered a **withdrawal from FNU** and the individual courses that were dropped will not appear on the student's official transcript.

If a student answers roll call and subsequently requests to drop all of their registered courses and does not request an academic hiatus before the end of the allowable add/drop period, it is considered a **withdrawal from FNU** and the individual courses that were dropped will appear on the student's official transcript with a W and incur financial consequences.

For details on roll call policy and procedures, see the Student Attendance at the Beginning of the Term policy.

Withdrawal from a Course

Withdrawal from a course is a serious decision that has multiple academic and financial consequences. Students who withdraw from courses in multiple terms are at risk for failure to make Satisfactory Academic Progress. Continued enrollment in the program and financial aid may be jeopardized when the requirements are not met for Satisfactory Academic Progress.

The number of courses from which a student can withdraw (outside of an approved Emergency Academic Hiatus) is three. Withdrawal from a fourth course will result in review by the Student Review Team of the Student Policy Team for possible dismissal. Students who need to withdraw from all courses in a term after the beginning of a term must request an Emergency Academic Hiatus (see **Emergency Academic Hiatus** policy). A student who withdraws from a course at any time in the term or for any reason after the add/ drop period, will be charged full tuition for a course retake when they re-enroll in the course. If a student withdraws from all of their registered courses in a given term and is not approved for an Emergency Academic Hiatus, it is considered a **withdrawal from FNU** (see **Emergency Academic Hiatus** policy).

All course withdrawals require a change in the student's Program of Study which is done in collaboration with the student's Advisor.

1. The first time a student requests a course withdrawal, the student will meet with their Advisor to discuss the situation requiring withdrawal and to revise the Program of Study. The student should have a specific plan for dealing with any academic or personal issues that are identified in this discussion.
2. The second time a student requests to withdraw from a course the student must discuss the need for withdrawal with the Advisor prior to withdrawing from the course. The student will then submit a written Learning Plan to the Department Chair for approval that addresses a desire and concrete plan to avoid additional course withdrawals.
3. If a student requests a third withdrawal from a course the student must meet with the Department Chair and will be placed on a Performance Plan to address any new or continuing academic or personal issues. 4. Withdrawal from a fourth course will result in review by the Student Review Team of the Student Policy Team

for possible dismissal.

A student may withdraw from a specific course only one time and may have access to a course a maximum of two times. See the Course Access policy for details.

Process for Withdrawal from a Course:

1. Meet with the Academic Advisor to discuss any options.
2. Complete the **course withdrawal form**.
3. Submit course withdrawal form to advisor, course coordinator of affected course, registrar and Department Chair or Program Director.
4. Meet with the Academic Advisor and Department Chair or Program Director to revise the program of study.

The assignment of grades for course withdrawals is as follows:

Course Withdrawal Before Eight Weeks (or 56 calendar days) into the Term
Students may withdraw from a course for any reason up to the 56th calendar day of the term. Students must consult with their Advisor, complete the Course Withdrawal form, and send it via email to the Registrar by midnight of the 56th calendar day of the term. The Course Coordinator and the student's Advisor should be copied on this email. Students who withdraw before the 56th calendar day of the term shall receive a grade of "W". The withdrawal date is the date on the email sent to the Registrar with the Course Withdrawal form attached.

Withdrawal from a course that is a corequisite for other courses in which the student is concurrently enrolled will necessitate the formation of a signed Performance Plan. The Performance Plan will include the requirement that the co-requisite course be successfully completed in the subsequent term.

The withdrawal policy does not apply to Clinical Bound courses (NM711, FNP711, MH711, and WH711). For these courses, withdrawal may only occur before starting the coursework for the given course on campus. Exceptions will be considered in circumstances that qualify for Emergency Academic Hiatus and with supporting documentation.

The eligibility to withdraw from a course within the first 56 calendar days of the term does not apply to any course in which the student has:
- attempted all course assignments and exams in a didactic course (either through completion of work or having missed the assignment or exam due date), or
- completed all clinical hours and clinical assignments for the individual clinical course.

Course Withdrawal After Eight Weeks (or 56 calendar days) into the Term
After the 56th calendar day of the term students who withdraw from a course will receive a failing course grade (WF). The student that has "serious or compelling reasons" may petition to withdraw after the 56th calendar day of a term with a "W" recorded on their transcript from a course (or courses). The standard of "serious and compelling" applies to situations, such as illness or accident, clearly beyond the student's control.

Examples of serious and compelling reasons include:
- An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from FNU.
- An extended absence due to a death in the student's immediate family.

Other unusual or very special cases will be considered on their merit by the Student Review Team of the Student Policy Team at the request of the student's Department Chair or Program Director.

All petitions for receiving a "W" for a course withdrawal after 56 calendar days must be accompanied by documentation of the "serious and compelling" reasons for withdrawal. Documentation may include: verification of accident or illness (such as a letter from the treating provider or copies of medical bills), a letter from a licensed counselor, death certificate, or other appropriate documentation.

The following situations DO NOT fall under the intent of "serious and compelling":

- Grade anticipated in class is not sufficiently high, or the student is doing failing work (including plagiarism).

- Failure to access online courses, complete assignments, or take an exam.
- Dissatisfaction with the course material, instructional method, or instructor.
- Course is harder than expected.
- Pressure of other courses, employment, and/or participation in other activities.
- A change of specialty track.
- Lack of awareness of the withdrawal process or procedures.

Students must file a petition with their Department Chair or Program Director for each course in which they wish to receive a W instead of a WF after the 56th calendar day of the term, stating their serious and compelling reasons for withdrawal with appropriate documentation included. Petitions shall be approved by the student's Department Chair or Program Director. Upon approval, the Department Chair or Program Director will submit the petition and the grade of "W" to the Registrar with a copy to the student's Advisor and the Course Coordinator for that course. The petition will be placed in the student's file.

Degree Completion Policy

Students are expected to earn their degree within the parameters of Satisfactory Academic Progress. Students will have the following maximum allowable time frames to complete their degree. All of the maximum allowable time frames include any time out of school such as an Academic Hiatus or Emergency Academic Hiatus.

Continuously enrolled students who do not complete coursework within the timeframe as noted below will be brought forward to the Student Review Team of the Student Policy Team to determine eligibility to continue at FNU. If approved to continue, the student may be required to complete additional coursework.

Maximum Allowable Time Frames
- Students enrolled in the MSN must complete the MSN coursework within five years. ● Students who entered FNU via the ADN Bridge Entry Option, must complete the MSN within five years from the date of Crossing the Bridge. A student who withdraws from the university after completion of all Bridge coursework will not be required to repeat the Bridge coursework if readmitted to FNU. *FNU is no longer admitting students into the ADN Bridge Entry Option program. The last cohort to enter the Bridge Program was April 2020.*
- Students enrolled in the Companion DNP must complete the DNP coursework within two years. ● Students enrolled in the PM-DNP must complete all PM-DNP courses within 2½ years. ● Students enrolled in the PGC must complete their program of study within twice the timeframe outlined in the Program of Study.
- The MSN Completion for CNEP Graduates must be completed within 1½ years of enrollment into the completion program.

Any student who is readmitted to the university after a withdrawal or dismissal with intent to complete the MSN degree (including students previously admitted to the ADN Bridge Entry Option who have completed the Bridge Year) must meet with their advisor and the appropriate Department Chair or Program Director to determine the feasibility of completing their degree within five years of their initial MSN coursework. If this is not feasible, the student will have to start coursework from the beginning.

Students readmitted to the university to complete any program other than the MSN must meet with the appropriate Department Chair or Program Director to determine the feasibility of completing the degree within a reasonable timeframe and to determine if any prior coursework will be applicable to the new admission.

Additional information about the process of readmission to the university can be found in the Admissions policy section of this catalog.

Programs of Study Time Frames
Students may choose to move faster or slower through the published program of study as desired and as pre/co-requisites allow. Students taking 3-6 credits per term can expect to study at least 22-33 hours per week.

Students taking 5-9 credits per term will be expected to study at least 30-50 hours per week. Students are allowed to make changes to their program of study time frame as desired during the program, keeping in mind the maximum allowable time frames. Students will work with their academic advisor to maintain appropriate progress towards degree completion.

Program of Study	Program Length by Terms

MSN	CNEP	9
	CFNP	8
	CWHNP	8
	PMHNP	8
PGC	CNEP	7
	CFNP	6
	CWHNP	6
	PMHNP	6
DNP	PM-DNP	6
	CDNP	4 or 5

* Students must complete the degree according to the maximum allowable time frames.
^ There may be circumstances that prevent a student from selecting a particular plan, e.g. the addition of physical assessment for students who do not present an acceptable course upon admission.

Digital Millennium Copyright Act Notice
NOTICE TO COPYRIGHT OWNERS

FNU respects the intellectual property of others, and we ask our users to do the same.

If you believe that your work has been copied in a way that constitutes copyright infringement, you must provide FNU's Copyright Agent the following information, which must be in writing:

1. A physical or electronic signature of a person authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.
2. Identification of the copyrighted work claimed to have been infringed, or if multiple copyrighted works at a single online site are covered by a single notification, a representative list of such works at that site. 3. Identification of the material that is claimed to be infringing or to be the subject of infringing activity and that is to be removed or access to which is to be disabled, and information reasonably sufficient to permit FNU to locate the material.
4. Information reasonably sufficient to permit FNU to contact the complaining party, such as an address, telephone number, and, if available, an email address at which the complaining party may be contacted. 5. A statement that the complaining party has a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or the law.
6. A statement that the information in the notification is accurate, and under penalty of perjury, that the complaining party is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

FNU's Designated Agent for Notice of claims of copyright infringement is Frost Brown Todd, LLC: Frontier

By U.S. mail: Frost Brown Todd, LLC
                Cynthia Stewart
                400 West Market Street, 32nd Floor
                Louisville, KY 40202
By email: cstewart@fbtlaw.com

By Phone: (502) 568-0225
By Fax: (502) 581-1087

Dismissal from FNU

Students dismissed from FNU will be withdrawn from all current coursework and any registration for new courses is canceled at the time of dismissal. Students are responsible for any tuition and fees incurred prior to dismissal. Students may choose to appeal the dismissal (see **Appeal of Dismissal**). Students may not participate in any coursework during an appeals process.

MSN, PGC, and DNP students who are dismissed from FNU and intend to apply for readmission to FNU at a later date should consult the Degree Completion Policy for allowable completion timeframes for readmitted students. It is possible for students to be required to retake previously completed courses upon readmission

Dismissal from FNU is a decision made by the Student Review Team of the Student Policy Team. Reasons for dismissal include, but are not limited to, the following:
- Two course failures.
- Infraction of the Honor Code.
- Infraction of the Examination Policies.
- Infraction of the Harassment Policy.
- Infraction of the Drug and Alcohol Policy.
- Infraction of the Tobacco Use Policy.
- Infraction of the policy regarding Limitations to Attending Births While Enrolled in FNU Programs ● Infraction of the policy regarding Advanced Practice as an enrolled FNU Student Failure to meet FNU time due dates, including payment of tuition and fees.
- Unsatisfactory academic performance.
- Failure to maintain Satisfactory Academic Progress
- Unsatisfactory clinical performance including, but not limited to, dismissal from a clinical site. ● Unprofessional conduct in relation to interaction with others (student, faculty, staff, preceptor, client). ● Violations of the Communication Policy including persistent deficiencies in written or verbal communication.
- Failure of a performance plan.
- Withdrawing from a course for the fourth time.
- Starting a clinical site prior to completion of credentialing the site, preceptor, and/or student. ● Failure to maintain a current and unencumbered RN license.

Dismissal Due to Two Course Failures
Students who receive a second course failure will be dismissed upon receipt of the second failing grade. Students dismissed for a second course failure will be withdrawn from all current coursework in accordance with the Course Withdrawal Policy and any registrations for future coursework will be canceled at the time of dismissal. The student will be notified of the two course failure dismissal by the Registrar via email and a certified letter will be sent within five (5) business days. The dismissal date recorded on the student's transcript will be in accordance with the date the second course failure was submitted to the Registrar.

Dismissal Due to Honor Code Violation(s)
Students suspected of violating the Honor Code will be notified via the Honor Code Council Procedures that a potential consequence of having violated the Honor Code is dismissal from the university (see Honor Code Policy). The Honor Code Policy contains specific guidance regarding student eligibility for continuing academic engagement, grading, academic record notations, and communication while the Honor Code Council is taking place. The Honor Code Policy outlines specific dismissal procedures for Honor Code violations.