Frontier Nursing University

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CATALOG

2026, Winter Term

January 5, 2026 – March 20, 2026

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. Frontier Nursing University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of FNU may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (**www.sacscoc.org**)

Frontier Nursing University is licensed by the **Kentucky Council of Postsecondary Education** (100 Airport Road, 2nd Floor, 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),** 2000 Duke Street, Suite 300 Alexandria, Virginia 22314; **Telephone: (703) 835-4565** support@theacme.org, www.theacme.org

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

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About Frontier Nursing University

Mission

Our mission is to provide a high-quality education that prepares nurses to become competent, entrepreneurial, ethical, and compassionate nurse midwives and nurse practitioners 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, Revised April 24, 2025

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

Our vision is to transform the health and well-being of individuals, families, and populations, and to promote healthcare equity by increasing access to highly skilled nurse midwives and advanced practice nurses.

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 respond 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, 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 an 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.

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 its plan into operation 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, after which 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

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 online.

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 changes 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 degrees. 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 coursework 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.
- Students 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 have been 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 of 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)

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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) 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 (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: 49 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)

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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) 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 practitioners 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 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 for an explanation of 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 of 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 with the exception of 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)

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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) 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) 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)
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.

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 to 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 assists 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/academic-advising-home**

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 **the FNU website .**

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 (**https://portal.frontier.edu/web/fnu/office-dei**) 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 **https://portal.frontier.edu/web/fnu/sage-network** 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: https://portal.frontier.edu/web/fnu/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:https://portal.frontier.edu/web/fnu/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 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.

Although FNU no longer mandates the COVID-19 vaccine, many clinical sites still require students to provide proof of vaccination or an approved exemption. Unvaccinated students must follow the vaccination/exemption process specific to their clinical sites. Please note that each clinical site reserves the right to accept or deny exemption requests, which could impact a student's ability to progress in the program.

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 accommodation. 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 responsibility's 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.

Admission Deferral Policy

Applicants who are unable to enroll in the term for which they applied or were admitted should reapply for a future term. Reapplication does not guarantee admission.

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. Federal government facilities located in New York State are exempt from this restriction; all FNU students can attend clinical in a federal government facility located in New York State. 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.

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. Federal government facilities located in New York State are exempt from this restriction; all FNU students can attend clinical in a federal government facility located in New York State. (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 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.

Go to the Application website now!

Standard Admission to the PGC

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. Federal government facilities located in New York State are exempt from this restriction; all FNU students can attend clinical in a federal government facility located in New York State. (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 Department Chair 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.frontier.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 skills 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.

Technology Requirements

As a distance learning program, it is crucial for students to have the appropriate technology to support their academic journey. The technology requirements outlined here are designed to ensure that you are prepared to have the best learning experience. We encourage you to invest in high-quality products that will support your studies, but we understand that everyone's budget is different. Please remember that these requirements are set with your success in mind, and we are here to help you find the best solutions for your needs. Click here to view the Frontier Nursing University Technology Requirements or (859) 251-4545.

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.

Banyan Tree 101 (BT101) Requirement

Upon Admission or readmission, all students are requested to familiarize themselves with Banyan Tree 101 (BT101) course. BT101 prepares students for FNU's online learning environment, disseminates tips and skills for academic success.

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 matters that have 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 is not 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, Director of Academic Records and 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 or military orders 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. At the time of the EAH request, the 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, Director of Academic Records and 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.
6. Students in clinical courses who are approved for an EAH must notify their preceptors of the EAH.
7. 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 EAH 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 EAH 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 EAH and 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 Clinical Plan, 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.

FNU Military Leave Policy

Frontier Nursing University ("FNU" or "University") welcomes military service members to enroll as students in its educational programs. In accordance with, 20 US Code Section 1091c Readmission Requirement for service members, if a student temporarily pauses their FNU studies to assume active military duty they may resume their studies with the same academic status as they had when they last attended the University. During the pause of FNU studies, the student will be on **Military Leave**.

https://uscode.house.gov/view.xhtml?req=(title:%20section:1091c%20edition:prelim)%20OR%20(granuleid:USC-prelim-title-section1091c)&f=treesort&edition=prelim&num=0&jumpTo=true

Summary of FNU Military Friendly Practices:
FNU is committed to collaborating with military and military-affiliated students individually to promote student success. Military and military-affiliated students are encouraged to collaborate with all student services staff (academic advising, financial aid, VA School Certifying Official, clinical advising, etc.) and faculty to develop a plan for academic success.

The university has academic practices and policies that support all students' success, and that may be particularly helpful for military and military-affiliated students.

I. Incomplete and In-progress grades
Military and military-affiliated students who cannot complete a course due to active duty military service or Permanent Change of Station may request an Incomplete or In-progress grade. Please review the Incomplete and In-progress grade section in the FNU catalog for further information

II. Grade extensions for Incomplete and In-Progress grades
Military and military-affiliated students who cannot complete their Incomplete or In-progress grades within the time outlined in the policies (due to active-duty military service or Permanent Change of Station) may request a grade extension. Please review the Grade Extension section in the FNU catalog for further information.

III. Additional support
Requests pertaining to military service and deviations from the planned program of study will be individually considered and presented through the Academic Advisor, which may go to the Student Review Committee for approval.

Military Affiliated Students, such as spouses or dependent domestic partners of service members experiencing hardship due to their spouse's deployment, should contact their Academic Advisor for assistance and resources.

IV. Process to request Military Leave
See the Academic Hiatus (Non-Emergency) or Requesting an Emergency Academic Hiatus policy in the catalog.

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 the 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

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 by 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 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 Director of Academic Records and 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 successfully passed ~~completed~~ the Final Comprehensive Review course, and all other degree requirements have been met.

Continuous Registration Policy

Students must either be registered for courses or be 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. Students meeting the following criteria are able to self-register online during the open registration period:

1. Students in the first term of their degree or on a performance plan 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
2. All account holds must be resolved. Examples of holds include Financial, Credentialing, Academic Hiatus, RCF, etc.
3. All pre and co-requisites must be followed for appropriate registration. Please consult with your Academic Advisor or RCF about making any changes in course order.
4. 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.

Procedure for Online Registration in Self-Service:

1. Go to the FNU Banyan Tree Portal Page and login with FNU Credentials.
2. On the left side, click “Apps” and then Self Service.
3. Enter your Frontier username/password to sign in.
4. Click on “Registration” and then “Courses.”
5. Enter a course code (without any spaces) in “search” and hit enter.
6. Find the appropriate course/section and then click “Add.”
7. Click “Register.”

If you encounter an error message during the registration process, please contact the Director of Academic Records and Registrar by emailing registrar@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 on 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 may 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 for the next term.

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 Director of Academic Records and 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, Director of Academic Records and 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 Director of Academic Records and 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 Director of Academic Records and 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 (NM750, FNP750, MH750, and WH750). 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 problems 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 Director of Academic Records and 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:

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 Equal Opportunity, Non-Discrimination, and Anti-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 Director of Academic Records and 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 Director of Academic Records and 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.

All Other Dismissals

Students who are eligible for dismissal for any reason other than two-course failure or Honor Code violation(s) will be notified by email (via their frontier.edu email account) upon identification of the reason for the potential dismissal. At the time the potential dismissal is identified, the student will be put on probation and will not be allowed to continue in current coursework or register for future courses. The student will remain financially responsible for current to-date assessed tuition and fees, but no new tuition and fees will be charged to the student while on probation.

For dismissals other than two-course failure or Honor Code violation(s), the Student Review Team of the Student Policy Team will review the potential dismissal within ten (10) business days of when the student is notified that they are being brought forth for dismissal. The student will be notified by email (via their frontier.edu email account) of the scheduled date of the Student Review Team of the Student Policy Team meeting at which the possibility of dismissal will be reviewed.

The student may submit a written statement to the Student Review Team of the Student Policy Team including any explanation the student wishes the Student Review Team of the Student Policy Team to consider. This statement must be sent by email (via their frontier.edu email account) to the Department Chair at least three (3) business days (Monday through Friday) before the date of the scheduled Student Review Team of the Student Policy Team.

The student will be notified of the decision of the Student Review Team of the Student Policy Team in writing by email (via their frontier.edu email account) immediately following the Student Review Team of the Student Policy Team meeting. If the decision is to dismiss, a certified letter will be sent within five (5) business days of the Student Review Team of the Student Policy Team meeting. The dismissal date recorded on the student's transcript will be the date of the Student Review Team of the Student Policy Team's decision.

Appeal of Dismissal

A dismissal due to two course failures may be appealed by letter to the Student Review Team of the Student Policy Team within ten (10) business days after the date of dismissal notification. The appeal must be sent to the student's Department Chair or Program Director and shall state the justification for the appeal. Justification for the course failure dismissal appeal should meet the standard of a "serious or compelling situation" that impeded the student's ability to be successful in the coursework. The course failure dismissal appeal should also include actions the student has taken to ensure academic success should the dismissal be overturned. The decision of the Student Review Team to either uphold or reverse the course failure dismissal will be communicated to the student in writing within ten (10) business days after submission of all appeal materials. Students wishing to appeal the decision of the Student Review Team may escalate their dismissal appeal for two course failures to the President. Students dismissed due to two course failures may not appeal to the President without first appealing to the Student Review Team.

A dismissal decision of the Student Review Team of the Student Policy Team may be appealed by letter to the President within ten (10) business days after the date of dismissal notification. Students seeking a second appeal of the two-course failure dismissal must submit a letter to the President within ten (10) business days after the appeal decision of the Student Review Team. The appeal must be sent to the President in writing and shall state the justification for the appeal. An appeal will only be heard if the appeal is made on the basis of bias, an error in the application of policy, or for lack of due process. A copy of the Student Review Team of the Student Policy Team minutes pertinent to a student's dismissal is available to the student upon request. If the President determines the appeal is being made on the basis of bias, an error in application of policy, or lack of due process then an Academic Standards Committee (ASC) will be convened. The ASC shall examine all data pertaining to the appeal and make

written recommendations to the President of FNU. The decision of the President shall be communicated to the student in writing and is the final decision.

Students dismissed from FNU are withdrawn from all current coursework, and any registration for future coursework is canceled at the time of dismissal. Students are not eligible to complete any coursework during the appeal process. If a student's dismissal is overturned as a result of an appeal, the student will be reinstated to the university and enrolled in coursework for the term immediately following the successful appeal.

Equal Opportunity, Non-Discrimination, and Anti-Harassment Policy and Reporting Guidelines for Students and Employees

I. Policy Statement
   a. Equal Opportunity and Non-Discrimination
   b. Disability Discrimination and Accommodations
   c. Religious Accommodations
   d. Pregnancy and Lactation Accommodations
   e. Unethical Relationships
   f. Anti-Harassment
II. Making Reports and Anti-Retaliation
III. Contact Information
IV. Student Reporting of Academic Concerns or Complaints
V. Student Reporting of Non-Academic Concerns or Complaints
VI. Employee Reporting of Concerns or Complaints
VII. Title IX Reports
VIII. Reporting to FNU's State Portal Entity or Accrediting Agency
IX. Appeal Process
X. Responsive Options
XI. Revisions to Policy

I. Policy

Frontier Nursing University ("FNU" or the "University") is committed to providing an employment and educational environment that is free from prohibited discrimination, harassment, and retaliation. To that end, FNU has developed policies and procedures that seek to promote equal opportunity, inclusion, dignity, and fairness among all members of our FNU community. This Policy identifies different FNU employees to whom students and employees may make reports. Contact information for those FNU employees is provided in Section II of this Policy, below.

a. Equal Opportunity and Non-Discrimination

It is the policy of FNU to provide equal employment and educational opportunities to all qualified persons without regard to race, color, ethnicity, sex, religion, age, national origin, sexual orientation, gender identity, pregnancy, genetic information, disability status, veteran's status, or any other basis protected by local, state, and/or federal law. This applies to all employment and educational practices such as hiring, promotion, compensation, training, admission, evaluation, inclusion in activities, and all other terms, conditions, and privileges of employment and/or attendance at FNU.

b. Disability Discrimination and Accommodations

FNU complies with the Americans with Disabilities Act, the Rehabilitation Act, and all applicable amendments and state law counterparts pertaining to individuals with disabilities. FNU does not discriminate against qualified individuals with disabilities and provides reasonable accommodations for the known disabilities of qualified individuals, when doing so does not pose an undue hardship on the University, as required by law. Students and employees who would like to request accommodations may be required to provide reasonable medical documentation supporting the request when the disability and/or need for accommodation is not obvious. Employee requests for accommodations, or questions about accommodations, should be sent to the Title IX Coordinator/HR Director. Student requests for accommodations, or questions about accommodations, should be sent to ~~the~~ Accessibility Services Coordinator.

FNU will engage in an interactive process to determine whether reasonable accommodations are available that will not pose an undue hardship. FNU will maintain the confidentiality of student and employee records as required by law.

Any employee or student who believes they have been discriminated against because of a disability, denied reasonable accommodations, or denied equal access to any program, service or activity of FNU because of a disability must report the concern to the Title IX Coordinator/HR Director, the University President, Chief Operations Officer, or Accessibility Services Coordinator.

c. **Religious Accommodations**

FNU does not discriminate based on religion and provides reasonable accommodations for sincerely held religious beliefs, as may be required by law. Employees and students who believe they need religious accommodations should make a written request to the Title IX Coordinator/HR Director.

d. **Pregnancy and Lactation Accommodations**

FNU does not discriminate based on pregnancy, childbirth, and/or related medical conditions. FNU will make reasonable accommodations for known limitations related to pregnancy, childbirth, or related medical conditions, unless doing so would create an undue hardship. Requests for accommodations should be directed to the Title IX Coordinator/HR Director. FNU may request medical documentation when the limitation and/or need for adjustment or change at work due to the limitation are not known or obvious. In addition, FNU provides employees and students with breaks and a private space, other than a bathroom, to express breast milk.

e. **Unethical Relationships**

Sexual or romantic relationships among people in unequal positions of power or hierarchy generally are not permitted unless in accordance with this Policy. This includes relationships between faculty and students, employees and students, and their subordinates or supervisors. Individuals in these relationships are required to self-report to the Title IX Coordinator/HR Director and to sign statements of acknowledgement and consent. Individuals who fail to report may be subject to discipline, up to and including termination or dismissal.

f. **Anti-Harassment**

It is the policy of FNU to provide a work and learning environment free of sexual and other forms of harassment, even if the harassment does not constitute a legal violation. To that end, harassment of FNU employees, students, and visitors is absolutely prohibited. **Whether or not the harassment violates any law; it is not permitted at FNU.** Anyone who believes they have observed, experienced, or learned about harassment must report to the Title IX Coordinator/HR Director and consult the Title IX Policy. If you are not comfortable reporting to the Title IX Coordinator/HR Director, you may report to the University President or Chief Operations Officer.

What is "Harassment"?

Not all harassment is "sexual harassment." Harassment may also be based on other protected characteristics, such as race, color, national origin, religion, age, disability, or service in the military. Harassment can be something that is ***done*** (conduct) or ***said*** (comments). Conduct or comments become harassment when they are inappropriate and offensive to others. Conduct or comments may be harassment even though the person doing or saying them *thinks* he/she is making a "joke," or has the permission of all others involved, **if** others involved are, in fact, offended or made uncomfortable by the conduct or comments. *People do not always show when they are offended.* If you are uncertain whether your conduct or comments will be offensive, the best practice is**: if in doubt, don't do it or say it.**

Examples of Harassment.

Examples of harassment include:

- *Benefits* – offering special benefits or giving preferential treatment in exchange for sexual favors.
- *Detriments* – getting back at someone who turns down sexual advances.
- *Physical* – unwanted physical contact, including touching of another person's body, or interfering with their movements.
- *Visual* – leering, sexual gestures, displaying objects, pictures, cartoons, calendars, magazines, posters, or computer images that are sexually suggestive or demeaning of the race, color, age, sex, sexual orientation or expression, religion, national origin, or citizenship of others.

- *Verbal* – sexual, ageist, ethnic, religious, or disability-oriented comments or slurs, off-color jokes, threats, suggestive or insulting sounds, referring to others as “babes,” “dolls,” “honey,” “boy,” “old man,” “queer,” “illegals,” or similar words.
- *Sexual Advances or Propositions* – repeated, unwanted requests for a date.
- *Sexual discussions* – discussing one’s sexual activities, or inquiries into another’s sexual experiences.
- *Unwanted Communication*s – obscene, sexually or racially, ethnic, etc. degrading computer images, phone calls, e-mail or voice mail messages, suggestive, obscene, or racially, ethnic, etc. derogatory letters, notes or invitations.
- *Derogatory "Jokes"* – derogatory "jokes," comments, or "making fun” of a person’s age, religion, national origin, gender, sexual orientation, race, or disability, etc.
- *Expressions of hostility or stereotyping* – any words, conduct, or expression of hostility, aversion, or prejudice towards another due to his or her race, sex, religion, national origin, etc.
- *Abusive Comments* – unwelcome comments about a person’s physical appearance or clothing.
- *Same-Sex Harassment* – harassment includes sexual harassment between people of the same sex.
- *Sexual assault* – including forcible rape, forcible sodomy, or any sexual act directed at another person without consent.
- *Dating violence* – including violence among those in a social or romantic relationship.
- *Domestic violence* – including violence by a current or former spouse or intimate partner.
- *Stalking* – including multiple acts of monitoring, threatening, or other communications that leave a reasonable person to feel unsafe.
- *Bullying* – including aggressive behavior likely to intimidate.
- *Hazing* – including acts likely to cause physical or psychological harm to a person relating to the admission to any group or activity.

These examples are only a partial list of conduct or comments that may be harassment. If you have any questions about what behavior constitutes harassment, please contact the Title IX Coordinator/HR Director, University President, or Chief Operations Officer.

If you see or experience harassment, you must immediately report the harassment to **the Title IX Coordinator/HR Director**. If you are uncomfortable reporting to the Title IX Coordinator/HR Director, you may contact **the Chief Operations Officer**, or **the University President**. Employees and students are not required to follow any particular chain of command when making a report.

As with any other violation of FNU policy, employees and students are required to report any harassment that they observe whether or not the harassment is directed at them. Full cooperation of **everyone** is needed to keep our University community free of sexual and other types of harassment.

II. Making Reports and Anti-Retaliation

Members of the community who believe they have observed or experienced any violation of this Policy, or who otherwise wish to make a report of any kind, should make a report to one of the persons identified in this Policy, in Section II below. Complainants are encouraged, but are not required, to make their report in writing, identifying the specific conduct believed to have occurred as well as any witnesses to the alleged conduct. Reports can be made anonymously. However, it may be more difficult for FNU to investigate the allegations if it is not able to interview the reporting party. Accordingly, complainants are encouraged to provide as much information as possible to the University to permit a complete and thorough investigation. The passage of time can impact the efficacy of an investigation, and therefore, complainants must report concerns immediately. FNU will comply with all privacy obligations required by law with respect to students and employees, including FERPA, and will seek to maintain the privacy of reports as may be practicable while still permitting an appropriate investigation.

FNU will take appropriate responsive and remedial action in response to reports, which action will depend on the nature of the report and the results of any investigation. FNU classifies reports into two different categories:

Complaint: A complaint is a report about an FNU employee, student, University decision, action, other condition or event, or any perceived violation of this Policy that typically requires formal documentation and investigation, and which cannot be handled informally at the point of origin. A complaint may be written or verbal, formal, or informal.

Concern: A concern is an informal report about an FNU employee, student, University decision, action, other condition or event that typically can be resolved at the point of origin, such as with a course instructor, clinical supervisor, advisor, or program director. The goal of the concern process is to promote timely, constructive dialogue, and to resolve issues at the lowest possible level. FNU encourages individuals to first seek resolution of their concern through direct and respectful communication with the person(s), unit or department involved. However, a concern may be elevated to a complaint if necessary and/or if the complainant does not feel comfortable attempting resolution at the point of origin.
FNU prohibits and will not tolerate any coercion, intimidation, retaliation, interference or discrimination against any employee or student for making a good faith report to the University, or for participating in any investigation in good faith. Any employee or student found to have engaged in retaliation will be subject to possible discipline, up to and including termination and/or dismissal. Any suspected retaliation or intimidation must be reported immediately to one of the persons identified in this Policy and will be investigated in accordance with this Policy.

The Title IX Coordinator/HR Director, in conjunction with the University President, Chief Operations Officer and Accessibility Services Coordinator, oversees implementation of and compliance with this Policy, including the investigation and resolution of reports and any appeals. The Title IX Coordinator/HR Director may appoint other members of the FNU community to assist with implementation of this Policy and/or to investigate and resolve reports. Other community members may be involved in the resolution process including, but not necessarily limited to, the University President, Chief Operations Officer, Accessibility Services Coordinator and/or the Deans.

Any University administrator or supervisor who receives a report implicating this Policy must bring it to the attention of the Title IX Coordinator/HR Director, University President, Chief Operations Officer and/or Accessibility Services Coordinator (if related to Disability Discrimination and Accommodations) immediately.

III. Contact Information

Members of the community who believe they are in danger or who have been the victim of a crime should report the incident to the police immediately by calling 911. Reports must also be made to Campus Security, the Title IX Coordinator/HR Director, University President, and/or Chief Operations Officer.

If you believe you are in danger, please call 911 immediately.

Otherwise, please feel free to reach out to any of the contacts below for assistance in addressing your complaint, grievance, or report of a policy violation.

Campus Security
Security Officer on Duty
(859) 251-4701

Title IX Coordinator/HR Director
LaToshia Daniel
Email: humanresources@frontier.edu
Phone: (859) 251-4740

University President
Dr. Brooke A. Flinders
Email: brooke.flinders@frontier.edu
Phone: (859) 251-4704

Chief Operations Officer
Shelley Aldridge
Email: Shelley.Aldridge@frontier.edu
Phone: (859) 251-4562

Dean of Student Success
Dr. Paula Alexander-Delpech
Email: paula.delpech@frontier.edu
Phone: (305) 335-8129

Dean of Nursing
Dr. Kristin Ashford
Email: kristin.ashford@frontier.edu
Phone: (859) 251-4707

Accessibility Services Coordinator
Amy Holt
Email: accessibility@frontier.edu
Phone: (859) 251-4667

Anonymous Reporting
Online submission: frontiernursing.ethicspoint.com
Mobile device submission: frontiernursingmobile.ethicspoint.com
Telephone: 833-718-4779

IV. Students Reporting Academic Concerns or Complaints

If a student wishes to appeal a course, assignment, or exam grade, they should follow the Appeal of Course Grades policy in the FNU Catalog. If a student wishes to appeal their dismissal from FNU, they should follow the Appeal of Dismissal policy in the FNU Catalog.

If a student wishes to report an issue relating to an academic course, the student should begin by communicating the problem to the individual course faculty member involved. If the student is not comfortable reporting to the individual faculty member, or if the initial report does not resolve the matter, then the student should report the matter to their Course Coordinator. If a student is not comfortable reporting to the Course Coordinator, or if the matter still is not resolved, the student may report to the appropriate Department Chair or Program Director. The Department Chair or Program Director will strive to mediate a resolution according to FNU policies in the FNU Catalog.

For reports related to clinical courses/matters, the student should attempt to resolve the matter with the Regional Clinical Faculty first. If the student is not comfortable reporting to the Regional Clinical Faculty, or if the matter is not resolved at that level, the student may report to their Clinical Directors. The Clinical Director will strive to mediate a resolution according to FNU policies in the FNU Catalog.

Reports that are not resolved through informal discussions should be reported in writing to the Dean of Nursing. If appropriate, the Dean of Nursing may choose to investigate the report, convene an Academic Standards Committee, or take other action, depending on the nature of the concern.

The Academic Standards Committee will follow the procedures outlined in the Academic Standards Committee procedure in the FNU Catalog.

V. Students Reporting Non-Academic Concerns or Complaints

Students who have a non-academic report, or who believe they have experienced, witnessed, or learned about a violation of this Equal Opportunity, Non-Discrimination, Anti-Harassment Policy, must make a report to the Title IX Coordinator/HR Director. If a student has a report *about* the Title IX Coordinator/HR Director or does not believe they can bring their report to the Title IX Coordinator/HR Director, the student may bring their report to the University President or Chief Operations Officer. Students are not required to follow any chain of command in making a report.

The Title IX Coordinator/HR Director (or someone to whom that responsibility is delegated) will evaluate the student's report and decide what action is required. Typically, this will involve conducting a prompt investigation into the allegations and taking appropriate remedial action. Affected parties will be notified about the outcome of their report and any resulting investigation. If any person affected by the report and/or investigation disagrees with the outcome, they may seek an appeal as described below.

If the report involves allegations of sexual harassment, action will be taken in accordance with the Title IX Policy.

If the report involves allegations of a crime (e.g., theft, destruction of property, assault), Campus Security will be included in the investigation and resolution process.

VI. Employee Reporting of Concerns or Complaint

Every employee of Frontier Nursing University, regardless of position, should be treated with respect. This can be best accomplished when employees discuss issues openly and freely with supervisors. Employees and supervisors can usually solve most problems and resolve differences and misunderstandings by this simple act of open communication. No issue is too large or too small to be addressed if it is of concern. There will be no unlawful discrimination or retaliation against anyone who makes a good faith report or discusses a problem with their supervisor, or with anyone else in management.

Employees who have a human resources or workplace report that was not resolved by their immediate supervisor, or who do not feel comfortable discussing with their immediate supervisor, or who believe they have experienced, witnessed, or learned about a violation of this Equal Opportunity, Non-Discrimination, and Anti-Harassment Policy must make a report to the HR Director. If an employee has a report about the HR Director or does not believe they can bring their report to the HR Director, the employee may bring their report to the University President or Chief Operations Officer. Employees are not required to follow any chain of command in making a report.

The HR Director, Chief Operations Officer, or President (or someone to whom that responsibility is delegated) will evaluate the employee's report and decide what action is required. Typically, this will involve conducting a prompt investigation into the allegations and taking appropriate remedial action. Employees involved in the report are expected to participate in the investigative process; failure to do so may be considered insubordination. Affected parties will be notified about the outcome of their report and any resulting investigation. If any person affected by the report and/or investigation disagrees with the outcome, they may seek an appeal as described below.

If the report involves allegations of sexual harassment, action may be taken in accordance with the Title IX Policy, as appropriate.

If the report involves allegations of a crime (e.g., theft, destruction of property, assault), Campus Security will be included in the investigation and resolution process.

VII. Title IX Reports

Students and/or employees who report allegations of harassment or discrimination in violation of Title IX will be subject to FNU's Title IX policy. This includes, but may not be limited to, allegations of sexual assault, dating violence, domestic violence, stalking, and other unwanted conduct based on sex. Pursuant to the Title IX policy, when the Title IX Coordinator/HR Director receives a potential Title IX report, they will evaluate the report and determine whether it is appropriately subject to the Title IX procedural process. If it is, the Title IX process shall proceed. If it is not, the report will still be addressed as appropriate pursuant to this Policy.

VIII. Reporting to FNU's State Portal Entity or Accrediting Agency

Students are required to bring reports to FNU directly. If an individual is not satisfied with the results of FNU's resolution procedure, a report may be filed with FNU's state portal entity or accrediting agency by submitting a written report to the following address:

Kentucky Council on Postsecondary Education
100 Airport Road, 2nd Floor
Frankfort, KY 40601
https://cpe.ky.gov/campuses/consumer_complaint.html

California Residents:
Students who are residents of California can file complaints online at **https://www.dca.ca.gov/consumers/complaints/oos_students.shtml** or call toll-free 833-942-1120.

— OR —

Accrediting Agency
Commission on Colleges of the Southern Association of Colleges and Schools
1866 Southern Lane

Decatur, Georgia 30033
http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf

IX. Appeal Process

If an employee or student disagrees with the action taken by FNU in response to a report and/or investigation that falls outside the parameters of Title IX, the employee or student may appeal the decision by submitting a written request to the President. The President may choose to convene an Academic Standards Committee for student appeals if there are procedural concerns. The President will have final decision-making authority as to any appeal. Reports relating to Title IX will be handled in accordance with the Title IX Policy.

X. Responsive Options

A person found to have violated this Equal Opportunity, Non-Discrimination and Anti-Harassment Policy may be subject to a variety of responsive options. Factors to be considered when determining a response include, but are not limited to:

- The nature and severity of the conduct.
- A person's history.
- Prior or other allegations of misconduct or violations.
- The need for responsive action to end or prevent the conduct or violations.
- The need to remedy violations or misconduct.
- The impact on the parties involved.
- Any other factor deemed relevant to the decision-makers.

The following is a non-inclusive list of potential responsive action:

Employees

- Verbal or written warning.
- Coaching, counseling, and/or training.
- Focused Improvement Plan.
- Probation.
- Suspension with or without pay.
- Demotion.
- Denial of pay increase.
- Loss of responsibilities.
- Termination.
- Filing a report with the police.
- Other actions as may be deemed appropriate by the decision-makers.

Students

- Learning Plan.
- Performance Plan.
- Coaching, counseling, and/or training.
- Probation.
- Dismissal.
- Revocation of degree.
- Filing a report with the police.
- Other actions as may be deemed appropriate by the decision-makers.

FNU also offers supportive measures to students and employees as may be appropriate, including but not limited to:

- Referral to student counseling.
- Referral to Employee Assistance Program.
- Visa and immigration assistance.
- Student Financial Aid services.
- Educational opportunities.
- Other measures as deemed appropriate by the decision-makers.

XI. Revisions to Policy

This policy supersedes and replaces all other or previous policies regarding equal opportunity, non-discrimination, and anti-harassment, provided that the University's Title IX Policy remains in effect in conjunction with this policy. FNU reserves the right to make changes to this policy in its discretion, without notice. If any local, state, or federal law conflicts with anything in this policy, the applicable law shall control. This policy is not a contract for employment or enrollment, is not a promise of employment or enrollment for any length of time and is not a promise to provide any specific right or procedure to students or employees. Employees are at will unless otherwise stated in a written agreement signed by the President of the University.

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Estimating the Timeline for Beginning the MSN Clinical Practicum

It is important that students give the preceptor a realistic idea of when they will be ready to begin MSN clinicals. Expectations may change as students move through the MSN Program Core Curriculum and Clinical Management for Specialty Care positions of the curriculum and when they plan to attend Clinical Bound. Many sites have commitments to other educational programs or internal constraints that impact their scheduling of a FNU student. Students are responsible for communicating with the Primary Preceptor and the Regional Clinical Faculty (RCF), as well as the Clinical Director if changes occur with their original timeline. The student may need to renegotiate clinical time if their actual timeline varies from the original agreement with the preceptor. During the MSN Program Core Curriculum and Clinical Management for Specialty care portions of the curriculum periodic contacts with the RCF and the Primary Preceptor are recommended, as well as the required contacts with the Student Advisor.

Evaluation of Previous Academic Work

Students must complete a minimum of one-third of the degree requirements from FNU in order to graduate from the currently enrolled program of study.

Students are allowed to apply for a maximum of ten (10) credit hours earned via course transfer, and gap analysis combined. The accumulated total of course transfer, gap analysis, and program of study (POS) adjustments may not exceed two-thirds of the degree requirements.

The policy and procedure for transfer of credit, gap analysis, and POS adjustments are outlined below.

Course Transfer Policy and Procedure

FNU students are eligible to transfer a maximum of ten (10) 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 and meet the following criteria:

- Only didactic MSN, PGC, and DNP courses may be transferred. Clinical and DNP project courses may not be transferred.
- Transferred courses must meet comparable course objectives, essentials, and competencies as are included in the FNU course (example: if a course is transferred into the DNP, the course must contain doctoral level content and must contain course objectives that are comparable to those of FNU's DNP courses). Courses submitted for credit for advanced pathophysiology, advanced pharmacology, or advanced physical assessment must be offered as part of a nurse practitioner or nurse-midwifery program.
- Courses will be eligible for consideration of transfer of credit if the student has completed a course with a B or better with equivalent content in a prior academic graduate program.
- Courses must total the number of workload credits of the FNU course, e.g., if the intended FNU course awards 3 semester credits, the total number of credits from the transferred course(s) must equal 3 semester credits. The conversion of quarter credits to semester credits will be done by dividing the number of quarter credits by 1.5.
- Coursework completed on a pass/fail or satisfactory/unsatisfactory basis will not be considered for transfer unless the course was only offered to students on a pass/fail or satisfactory/unsatisfactory basis and it is clear from the transcript that a pass or satisfactory grade is equivalent to a B or better.
- Graduate level courses applied to undergraduate degrees are not eligible for transfer.
- Variables that influence course transfer include the age of the course and the student's certification and clinical practice experience. To be considered for transfer:

- MSN/PGC: courses (1) must be part of a previously completed graduate degree OR (2) be less than or equal to two years old at the time of admission. Approved transfer credit that was not part of a previously completed graduate degree will affect the maximum allowable date for program completion. Approved transfer credit that was not part of a previously completed graduate degree must be no older than five years at the point of completing the FNU MSN degree or PGC program. The latest date for degree completion will be communicated by the Department Chair or Program Director who approves the transfer of credit.
- DNP: courses (1) must be part of a previously completed graduate degree, OR (2) be less than or equal to five (5) years old at the time of admission. DNP level courses that were not part of a previously completed graduate degree and are older than five years may be considered on a case-by-case basis as determined by the DNP Program Director.

Students are allowed to apply a maximum of ten (10) credit hours earned via course transfer, and gap analysis combined. The accumulated total of course transfer, gap analysis, and program of study (POS) adjustments may not exceed two-thirds of the degree requirements.

Students may submit one to two previous courses to transfer for a single FNU course, e.g., submitting a biostatistics course syllabus and an epidemiology course syllabus to transfer for the FNU Epi & Biostatistics course. More than two previous courses intended to transfer for a single FNU course will not be considered for transfer of credit.

Grades from transferred courses do not factor into the FNU GPA. The course transfer fee for review of materials is assessed; whether or not a course is accepted for transfer credits. Transfer credits are to be calculated in determining Satisfactory Academic Progress.

Students are strongly encouraged to submit all transfer course requests prior to attending Bound orientation. Students should not register for a course for which they intend to request transfer credits until the transfer course review has been completed by the Department Chair or Program Director. There is no appeal process for declined transfer credit; the decision of the Department Chair or Program Director is final.

If a student registers for a course and subsequently requests transfer credit for the same course, the student will be responsible for meeting all university due dates regarding course registration and payment, including the course add/drop due date, course withdrawal due date, grading policies, and tuition refund policies. If a student receives a final grade of F in an FNU course, requests for transfer credit review for previously completed coursework to replace the failed course will not be considered.

There is no appeal process for declined transfer credit; the decision of the Department Chair or Program Director is final.

Courses that **are eligible** for consideration of transfer credit include:
MSN & PGC

- NM700 Role of the Nurse-Midwife (3)
- FNP700 Role of the Nurse Practitioner (3)
- WH700 Role of the Women's Health Nurse Practitioner (3)
- PC705 Advanced Pathophysiology (3)
- PC707 Advanced Pharmacology Across the Lifespan (3)
- PC716 Advanced Physical Assessment, Clinical Reasoning, and Documentation (4)
- PC719 Psych Concepts for APRNs (3)

DNP

- DNP802 Population Health (3)
- DNP800 Nurse as Educator (3)
- DNP804 Advanced Evidence Based Practice in Nursing (3)
- DNP803 Ethics and Health Policy (3)
- DNP805 Leadership and Organizational Dynamics (3)

NOTE that graduate level Pathophysiology, Pharmacology and Physical Assessment are requirements for admission into the PGC. These courses do not count toward the allowable 10 credit hour limit for a PGC student.

Clinical and DNP project courses are not eligible for transfer.

Course Transfer Procedure

1. The student reviews the FNU Course Descriptions and FNU syllabi prior to applying for transfer. Course descriptions can be found in the FNU Catalog and the most recent FNU syllabi can be accessed via the FNU Portal.
2. The student notes any course(s) that are similar in content and credits to graduate level courses previously completed in a graduate level program that meets all of the criteria listed in the policy above.
3. For each course that is to be reviewed for transfer, the student submits a completed Course Transfer Form, Official Transcript (if not already submitted at the point of Admission to FNU), Course Description and Course Syllabus to the Director of Academic Records and Registrar for the course being considered. If the course syllabus does not indicate the topics covered, the student must submit appropriate supplemental documentation.
4. The student remits the transfer review fee.
5. The Department Chair or Program Director reviews the submitted materials and confers with the student if needed. The Department Chair or Program Director will notify the student, Director of Academic Records and Registrar, and Academic Advisor of the decision.

Gap Analysis

The Department Chair or Program Director may perform a gap analysis in instances where a student has external work that meets course and program objectives but does not qualify for Course Transfer Credit. When the Department Chair or Program Director conducts a gap analysis and finds sufficient evidence for modifying the student's FNU program of study, the approved courses will be noted on the transcript. Courses approved via the gap analysis process will not carry GPA points and will not be calculated in determining Satisfactory Academic Progress. The results of a gap analysis will be sent from the Department Chair or Program Director to the Director of Academic Records and Registrar.

Students are strongly encouraged to request a gap analysis prior to the first term in the program. Students should not register for a course for which they intend to request a gap analysis until the gap analysis review has been completed by the Department Chair or Program Director. There is no appeal process for declined gap analysis credit; the decision of the Department Chair or Program Director is final.

If a student registers for a course and subsequently requests a gap analysis for the same course, the student will be responsible for meeting all university due dates regarding course registration and payment, including the course add/drop due date, course withdrawal due date, grading policies, and tuition refund policies. If a student receives a final grade of F in an FNU course, requests for a gap analysis review for previously completed coursework to replace the failed course will not be considered.

Students are allowed to apply for a maximum of ten (10) credit hours earned via course transfer, and gap analysis combined. The accumulated total of course transfer, gap analysis, and program of study (POS) adjustments may not exceed two-thirds of the degree requirements.

Gap Analysis Procedure

1. The student reviews the FNU Course Descriptions and FNU syllabi prior to applying for gap analysis. Course descriptions can be found in the FNU Catalog and the most recent FNU syllabi can be accessed via the FNU Portal.
2. The student notes any course(s) that are similar in content and credits to previously completed graduate level courses and/or a combination of graduate level work and professional training.
3. The student will submit a Gap Analysis form along with documentation of previously completed coursework, e.g., graduate-level transcript, course syllabi, course description, proof of certification, etc. to initiate the review to the Director of Academic Records and Registrar via email registrar@frontier.edu
4. The Department Chair or Program Director reviews the submitted materials and confers with the student if needed. The Department Chair or Program Director will notify the student, Director of Academic Records and Registrar and Academic Advisor of the decision.

Program of Study Adjustment for Previously Completed FNU Coursework

In situations where a student has successfully completed coursework at FNU that meets course objectives and program requirements in a new academic program of study, the Department Chair or Program Director may adjust the program of study (POS). If the Department Chair or Program Director determines the previously completed FNU coursework meets the current POS requirements, the approved courses will be documented on the degree audit. FNU courses approved via a POS adjustment will not be duplicated on the FNU transcript.

Students are strongly encouraged to request a program of study adjustment prior to the first term in the program. Students should not register for a course for which they intend to request a POS adjustment until the review has been completed by the Department Chair or Program Director. There is no appeal process for a denied POS adjustment; the decision of the Department Chair or Program Director is final.

If a student registers for a course and subsequently requests a POS adjustment for the same course, the student will be responsible for meeting all university due dates regarding course registration and payment, including the course add/drop due dates, course withdrawal due date, grading policies, and tuition refund policies. If a student receives a final grade of F in an FNU course, requests for a POS adjustment for previously completed coursework to replace the failed course will not be considered.

Students are allowed to apply for a maximum of ten (10) credit hours earned via course transfer, and gap analysis combined. The accumulated total of course transfer, gap analysis, and program of study (POS) adjustments may not exceed two-thirds of the degree requirements.

POS Adjustment Procedure

1. The student reviews the FNU Course Descriptions and FNU syllabi prior to applying for a POS adjustment. Course descriptions can be found in the FNU Catalog and the most recent FNU syllabi can be accessed via the FNU Portal.
2. The student notes any course(s) that are similar in content and credits to previously completed FNU coursework.
3. The student will submit a Program of Study Adjustment form to initiate the review.
4. The Department Chair or Program Director reviews the submitted materials and confers with the student if needed. The Department Chair or Program Director will notify the student, Director of Academic Records and Registrar, and Academic Advisor of the decision.

Transferability of Frontier Credit to Other Institutions

Frontier Nursing University develops the curriculum based on a policy which assigns workload for a credit hour. This definition of a credit hour at FNU is found in this catalog under Assignment of Credit. This standard along with the institutional accreditation of FNU provides an increased possibility that credits would be able to be transferred to another institution. That said, students should be aware that transfer of credit is always the responsibility of the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

FNU Evaluations

All FNU evaluation forms are submitted directly into a secure database. Course faculty, Department Chairs and Program Directors are able to view an anonymous report containing totals and comments, without student names.

Course faculty, Department Chairs and Program Directors cannot see who submitted any evaluation. Course Coordinators use the Course Evaluation reports in the course revision process to improve the next version of the course. The Department Chairs and Program Directors are able to view course evaluation reports to look for trends related to teaching, faculty performance and course effectiveness. The staff member responsible for verifying completion of course evaluations is only able to see a tracking report that includes the student's name, class number, and a list of courses that have been evaluated, but not the student's course evaluations.

Examination Policies

FNU endeavors to maintain a secure testing environment to facilitate exam integrity. The University adheres to the standards of academic integrity as articulated by the FNU Honor Code Policy. Cheating on examinations is contrary to both academic integrity standards and ethical standards as articulated in the FNU Honor Code Policy.

All electronic examinations are accessible to students according to dates set by the Course Coordinator. If a student experiences a problem during an exam and cannot resume access to the examination in a reasonable amount of time, the student should immediately contact Examsoft Support at 1-866-429-8889, extension 1.

If the score on an examination is below 80%, this constitutes an examination failure. Please refer to the FNU Grading and Failure Policy.

Remotely Proctored Exams

Frontier Nursing University (FNU) will assure accurate student identification along with test integrity and security in the administration of examinations in a distance learning setting via remote proctoring. The proctoring process includes: an identity validation of the student taking the test, maintenance of examination integrity by blocking other software or hardware during testing, and monitoring of student behavior during examinations to demonstrate that inappropriate behavior is not taking place.

Examinations are proctored through a computer-assisted proctoring service chosen by FNU. Students taking online examinations are required to use this system. Online examinations will not be available to students unless the proctoring system is used, or specific designated testing accommodations are in place for that student. The online testing environment should mimic the "in class" testing environment and must conform to the Rules listed in this policy.

Currently proctored examinations utilize a standard webcam and microphone and are delivered through an application called Examplify. The system automatically flags audio and video to be reviewed for any possible Honor Code and Exam Policy violations that may have occurred during an examination.

Examination Violations

Students will affirm the Honor Code statement once in each course with proctored examinations. Examples of honor code violations could include but are not limited to, discussing examination contents with others at any time before, during, or after an examination, obtaining a copy of an examination before it is officially available, consulting an unauthorized source during the examination, receiving any type of assistance during the examination (except from FNU, Examsoft tech support, or the course faculty), having someone else take the examination under the student's username and password, emailing specific exam items, or copying any part of an examination in any form.

All remotely proctored examination videos will be reviewed and made available to the faculty and program administrators. If any suspicious activity is determined to be an exam rules policy violation but not to the level of a potential Honor Code infraction, the faculty will notify the student so that the behavior can be corrected for subsequent exams. Additionally, the faculty will record the violation on the institutional secure exam violation report. Once the student has been notified of a violation, the student is expected to review all of the rules for exams and adhere to them in all future exams.

If any suspicious exam activity results in a suspicion of cheating and therefore suspicion of a potential FNU Honor Code violation, the faculty will report the suspicious activity to the appropriate FNU Course Coordinator. The Course Coordinator, in consultation with the Department Chair or Program Director, will determine if an exam rules violation should be advanced to the Student Review Team of the Student Policy Team as a potential infraction of the Honor Code Policy as outlined in this Catalog. (see Honor Code Policy)

If a student repeatedly violates the rules for taking a proctored examination, whether it is the same rule or a different rule, the student will be asked to complete a Learning Plan with the Course Coordinator, be placed on a Performance Plan by the Department Chair or Program Director, or be referred for possible dismissal from FNU as appropriate to the context of the situation. Depending on the severity of the examination violation, the student may be referred immediately for possible dismissal from FNU. (see Dismissal from FNU policy)

Rules for Taking a Proctored Examination

Students are expected to learn and follow the rules for taking examinations using the computerized proctoring system. Failure to adhere to the examination rules may result in suspicion of cheating and suspicion of an honor code violation which could lead to exam failure and/or possible dismissal from FNU. If there are reasons you cannot identify a suitable testing environment, you must contact your Course Coordinator **before** you take an exam. If implemented in a course, all testing conditions and the Honor Code remain in effect during the five-minute post-exam review period.

The online testing environment must conform to the following:

- Use a desk or table to take your exam as if you are in a classroom setting.
- The webcam and microphone must be operational.
- Test in a quiet, secure, fully lighted room.
- No music shall be played in the background.
- Lighting must be "daylight" quality, and overhead is preferred if at all possible. If overhead is not possible, the light source should not be behind the student.
- No other people in the room at any time during the examination.
- If pets are in the room, they must not interfere with testing (noise, on the keyboard, in front of the camera).
- All other books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular examination, must be removed.
- Physical whiteboards are not allowed. Students may use the electronic Notes tool provided within Examplify.
- No other portable electronic devices shall be in the room, including cell phones.
- No writing may be visible on desk or on walls.
- Any other computer monitors or televisions in the testing environment must be powered off.

Students must conform to the following examination rules:

- No communicating with others by any means, with the exception of contacting FNU IT support staff, Examsoft support staff, or the faculty member.
    - If a student encounters a testing issue and needs to retrieve a cell phone, announce this to the camera so your issue can be documented during the exam (For example, say to the camera "My screen just went blank and I am now getting my phone to call support..."). Send a follow-up email to your Course Coordinator about the incident immediately after the exam.
- No talking aloud during the examination. You may not read the questions aloud to yourself.
- No leaving the room at any time for any reason.
- No eating or drinking during the examination.
- No using headphones.
- No looking off the screen
- Show a clear image of your FNU ID, driver's license, or other photo ID at the beginning of each exam.
- Conduct a thorough room scan to ensure the appropriateness of the online testing environment
    - If your testing device has a built-in camera, such as on a laptop, you must show your screen and surrounding work area using a mirror.
    - The room scan should be completed in a standing position.
    - The desk and surrounding areas, including the floor, must be clearly shown.
    - Once you have finished the scan, place your webcam or laptop in its original position.
    - Use a mirror and show the front of your laptop, then show the back of your mirror.
    - Please review these instructions for how to do a proper room scan.
- You may not make a copy of any examination materials in any form including handwriting questions onto your own paper, discussing questions in course forums or in social media, or writing exam questions in an email.
- You may not discuss the contents of any examination with anyone other than the responsible faculty. When requesting a meeting for a live discussion with faculty regarding exam content, students should not include specific examination questions in an email.

Examination Support

FNU Support
(859) 251-4545
support@frontier.edu
https://portal.frontier.edu/web/fnu/support

Examsoft Support
https://examsoft.com/contact/
866-429-8889, ext. 1
(**Live support is not available on U.S. Independence Day, Thanksgiving, Christmas, and New Year's)**.

Grading Policies

Graded Assignments

Graded Assignments may include papers, oral presentations, forum assignments, open-book post-tests, worksheets, and any other type of assignment sent to faculty for feedback and a grade. Submission instructions (e.g., APA format) should be followed. Most Graded Assignments are completed by the individual student and must represent their individual work. Some Graded Assignments may be specifically designated as appropriate for group work. Students who have questions about whether a Graded Assignment is to be completed by an individual or group should seek clarification from the course faculty. Collaborative work on an individual Graded Assignment is an Honor Code Violation and may result in dismissal from FNU.

The course policy for assignments (graded or ungraded) is stated in the instructions for each course. The faculty for each course determines whether or not there are options for resubmission based on the course objectives. Please read course instructions carefully.

Faculty will make every attempt to return all graded assignments within five business days of the due date. This excludes holidays and weekends. This guideline may be extended by a Course Coordinator if the assignment includes a lengthy written paper which may take extensive grading time. Any extensions of this timeline will be clearly stated in the course.

Grading and Failure Policy and Procedure

A grade of less than 80% constitutes an assignment or examination failure. In courses that have exams, students must achieve a passing total exam average (80% or better), in addition to a passing course average (80% overall), in order to earn a passing grade for the course.

When a student fails an exam or assignment, the University's goal is to help students master the content and learn appropriate study, writing, and test taking habits so that assignment and examination failures do not recur. To this end, the following procedures will be followed:

1. Anytime a student receives below an 80% on an exam or assignment, the course faculty will notify the student and offer a review so the student can understand all content and develop strategies for success.
2. The student will make an appointment with the course faculty who will:
    a. Review the exam/assignment to discuss the content the student was unable to master.
    b. Discuss reasons for the poor performance and ideas for improvement.
    c. Refer students to the Academic Resource Center and Advising as indicated to assist with study tips, test taking issues, and time management.
3. The course faculty will notify the student's Academic Advisor regarding the interaction with the student.

Course Grading System

The marks used in all official reports of students' grades are A, B, F, S, U, W, WF, WF*, T, G, I, and IP. The performance level and quality points assigned to those grades are as follows:

Grade	Performance Level	Quality Points per Term
A	Consistently Outstanding, 90-100%	4
B	Satisfactory, 80-89.99%	3
F	Failure, 79.99% or below	0

S	Satisfactory, 80% or better	Not applicable-no impact on the FNU GPA
U	Unsatisfactory, 79.99% or below	Not applicable-no impact on the FNU GPA
W	Withdraw	Not applicable-no impact on the FNU GPA
WF	Withdraw Failing	Not applicable-no impact on the FNU GPA
WF*	Withdraw Failing – Spring 2025 and Beyond	0
T	Transfer	Not applicable-no impact on the FNU GPA
G	Gap Analysis	Not applicable-no impact on the FNU GPA
I	Incomplete *(temporary mark)*	Not applicable-no impact on the FNU GPA
IP	In Progress *(temporary mark)*	Not applicable-no impact on the FNU GPA

All credits are based on a term system (see **Assignment of Credit Hours**). A grade of A, B, or S (equivalent of at least 80%) must be achieved in all courses. All courses use the A/B/F course grading system unless otherwise indicated in the course description. Students must complete courses using the grading system established in the course (A/B/F unless specified as S/U) and are not allowed to request alternative grading systems. For example, if a course is taught using the A/B/F grading system, the student cannot request to complete the course using the S/U grading system. The designations W (prior to the 56th day of a term) or WF (after the 56th day of a term) will be recorded to indicate passing or failure in those instances in which a student withdraws from a course before completing the work. (see **Withdrawal from a Course**). WF* grades will impact the GPA., result in a performance plan, and will be counted as a course failure (see Course Failure Policy). All policies related to course failure are applicable when a student earns a WF*.

When a student is required to repeat a course, both the original and repeat enrollments will be noted on the student's transcript. However, only credit and grade points earned for the most recent grade are counted in computing the grade point average (GPA) and determining the number of credits successfully completed.

An Incomplete (I) grade is used only for academic courses. (see **Incomplete Grade Policy**). An In Progress (IP) grade is used only for clinical courses. It denotes that the clinical course is in progress, but the course is not yet complete. (see **In Progress (IP) Grade Policy**). A grade of I or IP does not remain on the transcript but is replaced by the completion grade.

Grading

Successful completion of a course requires that the final course grade AND the exam average (if applicable) must earn a grade of B or higher.

- A = 100-90
- B = 89.99-80
- F = 79.99 or less

Assignment and exam grades are not rounded up and remain as decimal points in the electronic grade book.

The final average of all exams is not rounded up. It must equal 80.00% to pass.

Final course grades are not mathematically rounded up.

Good academic standing is defined by all of the following:

- The student is making Satisfactory Academic Progress (SAP) as defined by the SAP policy.
- The student has no current Performance Plan in effect or is making satisfactory progress toward resolution of Performance Plan.
- GPA of 3.0.

Reporting of Grades

In accordance with the Family Educational Rights Privacy Act (FERPA), also known as the Buckley Amendment, all students' grades are treated as confidential information. At the completion of each term, the faculty members send students' grades to the Director of Academic Records and Registrar. A student may request a current transcript from the Director of Academic Records and Registrar at any time.

Incomplete (I) Grade Policy

- The Incomplete (I) grade is due Friday of week 13 of the term in which the Incomplete is requested and approved.
- An "Incomplete" (I) grade will be assigned only if 80% of the work for a DNP course or MSN/PGC didactic course has been completed, and there is still the opportunity for the student to be successful in the course. The Course Coordinator determines what constitutes 80% of the work for a course.
- Before granting an incomplete (I) grade, the course coordinator will make the determination if the student still has the potential to be successful in the course
- Students must submit a request for an Incomplete Grade for a Didactic Course electronic form to the Course Coordinator no later than the last day of the term as publicized in the FNU academic calendar. The requirements necessary to complete the course and a timeline for the student to complete the coursework must be defined by the student on the Petition for Incomplete Grade form.
- Per the Academic Hiatus policy, students are not permitted to do any coursework, submit any assignments, or take any examinations while on academic hiatus. Students are strongly encouraged not to begin an academic hiatus with an Incomplete (I) grade in any of their courses. If a student begins an academic hiatus with an I grade, the due date for completion will be the final day of drop/add the term they return from AH to facilitate academic progression. If a student begins a hiatus with an I grade and the course is significantly revised, the Course Coordinator, in consultation with the Department Chair or Program Director, may require the student to complete assignments in accordance with the new course content. If a student has an I grade in a course that is no longer offered when the student returns from academic hiatus, the Department Chair or Program Director will determine if the student is able to complete the I grade for the retired course or if the I grade will be converted to a W and the student's program of study will be adjusted to accommodate any new course requirements. (see **Academic Hiatus Policy**).
- Upon completing the course requirements or at the end of the I period, the Course Coordinator will submit a new grade to the Director of Academic Records and Registrar. The Director of Academic Records and Registrar will then replace the Incomplete grade with an A, B, or F. (Internally in Power Campus, the student record will reflect an IA, IB, or IF).
- An Incomplete (I) grade may not be removed by re-enrolling in the course.
- An Incomplete (I) grade is a temporary grade that converts to an F if all course requirements are not completed by the Incomplete due date, as published in the FNU Academic Calendar, and all submitted work is considered to be a final submission on that date. In the event that revisions of an assignment are allowed prior to the Incomplete due date, students must consider faculty grading time and submit the outstanding coursework no less than five (5) business days in advance of the incomplete due date. After the Incomplete due date has passed, no further revisions or submissions are accepted.
- If a student changes specialty tracks, withdraws, or is dismissed from the institution without completing the Incomplete course(s), the grade will be changed to a WF*. Under compelling circumstances, the student, Department Chair, Program Director, or Clinical Director may petition the Student Review Team of the Student Policy Team for the grade to be a W.
- If a course is scheduled for retirement or significant revision within the next six months, the Course Coordinator should consult with the Department Chair or Program Director prior to awarding any I grades.

In-Progress (IP) Grade Policy

- The due date for an In-Progress (IP) grade is Friday of week four of the subsequent term for all MSN/ PGC clinical courses in all programs.
- An In Progress (IP) grade will be assigned to an MSN/PGC clinical course that is in progress but not yet completed in the term in which the course is registered.
- Students must submit a learning plan to their RCF that outlines their plan to successfully complete the clinical course if granted an IP grade.
- Students may be granted an IP no later than the last day of the term as publicized in the FNU academic calendar.

- An IP grade must be converted to a permanent grade by Friday of week four of the subsequent term that the student was registered for the course.
- Per the Academic Hiatus policy, students are not permitted to do any coursework, submit any assignments, take any examinations, or participate in clinicals while on academic hiatus. Students are encouraged not to begin an academic hiatus with an In Progress (IP) grade in any of their courses. If a student begins a hiatus with an In Progress grade, the deadline for completing the IP grade will be Friday of week four of the term they return from academic hiatus and will not come due during the hiatus term. (See **Academic Hiatus Policy)**.
- Upon completing the requirements of the clinical course or at the end of the IP period, the RCF will submit a new grade to the Director of Academic Records and Registrar. The Director of Academic Records and Registrar will then replace the IP grade with an A, B, or F. (Internally in Power Campus, the student record will reflect IPA, IPB, or IPF).
- An IP grade is a temporary grade that converts to an F if all course requirements are not completed by the end of the IP period. If a student changes specialty tracks, withdraws, or is dismissed from the institution without completing the IP course(s), the grade will be changed to a WF*. Under compelling circumstances, the student, Department Chair, or Clinical Director may petition the Student Review Team of the Student Policy Team for the grade to be a W.

Individual Academic Work, Study Groups, and Study Buddies

- All Graded Assignments and examinations must represent individual effort. The exceptions to this are explicit in the course instructions.
- Copies of Graded Assignments must not be sent to or received from anyone other than the faculty.
- A student's work is her or his own work. It is not work that another student did. It is not work done after reviewing an instructor's critique on work returned to another student. It is not work that a student copied from an article or text without appropriate citation.
- Students should be very clear about what assignments are graded and what activities are not graded (for example, Study Guide and Let's Practice). Graded Assignments must be completed independently unless the instructions explicitly and specifically permit group work. Non-graded activities may be worked on with a study buddy or a study group, most Graded Assignments may not.
- If a student has any doubt about whether a specific assignment may be done jointly with another student, this should be discussed with the Course Faculty.
- Students are permitted to share resources with study groups and/or study buddies, but Graded Assignments, unless specified or approved prior to submission as group work, should reflect the individual student's level of understanding of the content area because this is the basis for the student's practice upon entering the profession.
- Each student must process the information gathered by the study group or study buddy and make sure the information is complete and accurate. Each student must individually form their own opinions by completing the Required Readings, course activities (Study Guide and Let's Practice), Graded Assignments, and examinations.

Course Failure Policy

In the event of a course failure:

- One (1) course failure will result in the initiation of an academic Performance Plan. (see the **Learning and Performance Plans**).
- Two (2) course failures within a degree (MSN* or DNP) program or post-graduate certification program will result in dismissal from FNU. An exception to this is the Final Comprehensive Review Course MH717, NM717, FNP717, and WH717. Failure of the Final Comprehensive Review Course does NOT count as a second course failure under this policy, however students do need to pass the course to meet degree requirements.

All course failure(s) will be reflected on the student's transcript (see the **Grading System Policy**). Students may choose to appeal a grade (see the **Appeal of Course Grades**). Students may choose to appeal dismissal (see the **Appeal of Dismissal**).

*The Bridge Program was an entry option into the MSN program until April 2020. A course failure in the Bridge Year (if applicable) carries into the MSN program.

Appeal of Course Grades

Students may appeal a course grade by contacting the Course Coordinator. If the student and Course Coordinator are unable to reach an agreement about the grade, the Department Chair or Program Director should be contacted. Course grades must be appealed no later than the end of the term following the term in which the grade was received. For example, a grade from the Spring Term must be appealed no later than the end of the Summer Term. All examinations and assignments for a course will be destroyed at the end of the term following the term in which the student completed the course.

The Department Chair or Program Director's responsibility is to strive to mediate a resolution that is satisfactory to all parties involved. Appeals that are not resolved satisfactorily for all parties through discussions should be communicated in writing to the Dean of Nursing. The Dean of Nursing will convene the Academic Standards Committee (ASC).

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. The decision of the Dean of Nursing shall be communicated to the student in writing and is the final decision.

Graduation Requirements

To be eligible for any degree or post-graduate certificate, a student must complete the following graduation requirements in addition to the specific course requirements for each degree program. The course requirements for each degree program can be found in the Academic Offerings section of this catalog. The graduation date indicated on the student's transcript and diploma will be the date that all graduation requirements are completed. FNU processes graduations on a rolling basis throughout the year. It is important to note that once a student has met all FNU graduation requirements, they are no longer covered by FNU's liability insurance and are no longer eligible for financial aid. No further clinical experiences may be obtained as an FNU student once graduation requirements have been met.

- Submission of final grades for all required courses. Incomplete (I) and In-Progress (IP) grades are temporary grades, not final grades (see the Incomplete Grade Policy and Procedure).
- No overdue financial balances on the student's account.
- **Complete the FNU Application for Graduation form. The graduation application should not be submitted until all of the requirements listed above have been met.**

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.

HIPAA Compliance as an FNU Student

Frontier Nursing University is committed to protecting the privacy of health-related information and ensuring students follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Students are expected to maintain and handle client records in accordance with legal and privacy standards. Further, students are not to copy, transcribe, transport, or share any **protected health information (PHI)**. This includes items such as taking notes from a medical record or keeping a personal birth log with patient names. Clinical logs and other records of clinical information must be fully de-identified. Students are required to successfully complete a HIPAA training before starting their clinical practicum. Any violations of HIPAA, and subsequent disciplinary actions, will be reviewed by the Student Review Team of the Student Policy Team.

Honor Code Policy

There are unique opportunities in the adult-learner, self-paced, and distance model of education to demonstrate the highest standards of ethical behavior and conduct. There are also unique opportunities to violate these standards.

FNU regards academic honesty and scholarly integrity to be essential to the education of our students; violations are not tolerated. No student shall claim credit for another's work or accomplishments or use another's ideas in a written paper or presentation without appropriate citations and references. Students may be dismissed for violation of FNU standards of conduct.

Violations of the expected standards of conduct include, but are not limited to, the following:

- **Cheating:** Cheating is the attempt to gain an improper advantage in an academic evaluation. Among the forms that this kind of dishonesty can take are: obtaining a copy of an examination before it is officially available, learning an examination question from another student before taking the examination, or consulting an unauthorized source during an examination. These sources could include electronic sources, paper sources, or human sources. Submitting part or all of the work done by another student as one's own work is also cheating. This also includes sharing your own work with other students in any form (via email, posting on the internet, etc.).

  Artificial Intelligence is the theory and development of computer systems that are able to perform tasks that normally require human intelligence such as visual perception, speech recognition, learning, decision-making, and natural language processing (IEEE-USA, 2017). (AI) plug-ins are prohibited for use on quizzes and exams.

  Use of Generative Artificial Intelligence (AI): Generative AI refers to AI techniques that learn a representation of artifacts from data, and use it to generate brand-new, unique artifacts that resemble but don't repeat the original data. Examples of generative AI: Copilot, ChatGPT, Jasper, Ryter, Copy AI, Writesonic, Copilot or Claude. These are only examples and not an exhaustive list.
  Although Grammarly is GAI, FNU provides, supports, and encourages its use.
  The following uses of generative AI constitute a violation of student conduct:

  Falsely generating patients or patient information for any assignments.
  Use in academic assignments without citation, documentation, or authorization.
  Answering quiz questions.

- **Plagiarism:** Plagiarism is the representation of generative artificial intelligence (GAI) another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of another person's ideas as something one has written. Paraphrasing another's writing without proper acknowledgment may also be considered plagiarism. See the **Plagiarism Policy and Procedure** for further information and clarification.
- **Unprofessional Conduct:** Including lying, misrepresenting the truth, and falsifying records (including, but not limited to, the clinical log).
- **Criminal Conduct:** Such as stealing, drunkenness, or illegal drug use while on FNU property or in a clinical site.
- **Unauthorized Sharing of Course Materials:** Course materials are the property of FNU. Any unauthorized sharing or distribution of course materials without the consent of faculty is prohibited.

It is the student's responsibility to behave in an honorable and ethical manner.

It is also the student's responsibility to report any suspected violation to a Student Council Representative.

Any member of the FNU Community may bring suspected honor code violations to the attention of the Department Chair or Program Director.

When a suspected honor code violation involves a specific didactic or clinical course(s) the following steps will be followed:

1. For suspected violations in a didactic course, the Course Faculty and Course Coordinator will review the evidence and may discuss it with the involved student(s). For suspected violations in a clinical course, the RCF and Clinical Director will review the evidence and may discuss it with the involved student(s).
2. The Course Coordinator or Clinical Director will discuss with the Department Chair or Program Director
3. The Department Chair or Program Director will discuss the suspected honor code violation with the involved student(s).
4. If the Department Chair or Program Director determines there is sufficient concern of a possible Honor Code Violation, the suspected violation will be sent to the Student Review Team of the Student Policy Team for review. All involved parties (students, faculty, and staff) will be given an opportunity to submit a written statement.

5. If the Student Review Team of the Student Policy Team determines that there is adequate evidence that an honor code violation may have occurred, the involved student(s) will be notified via email that a possible violation has been brought forward. The charge will be documented in the student's academic record, and an Honor Code Council will be convened according to the defined procedures. Convening the Honor Code Council will be at the discretion of the Student Review Team of the Student Policy Team.
6. If the Honor Code Council finds that a violation of the Honor Code has occurred, the violation will be documented in the student's academic record and the Student Review Team of the Student Policy Team will determine the appropriate consequences and necessary actions.

When a suspected honor code violation does not involve specific didactic or clinical course(s), the following steps will be followed:

1. The Department Chair or Program Director will review the evidence and consult with the student(s), faculty, and/or staff reporting the incident.
2. The Department Chair or Program Director will discuss the suspected honor code violation with the involved student(s).
3. If the Department Chair or Program Director determines there is sufficient concern of a possible honor code violation, the suspected violation will be sent to the Student Review Team of the Student Policy Team for review. All involved parties (students, faculty, and staff) will be given an opportunity to submit a written statement.
4. If the Student Review Team of the Student Policy Team determines that there is adequate evidence that an honor code violation may have occurred, the involved student(s) will be notified via email that a possible violation has been brought forward. The charge will be documented in the student's academic record, and an Honor Code Council will be convocated according to the defined procedures. Convening the Honor Code Council will be at the discretion of the Student Review Team of the Student Policy Team.
5. If the Honor Code Council finds that a violation of the Honor Code has occurred, the violation will be documented in the student's academic record and the Student Review Team of the Student Policy Team will determine the appropriate consequences and necessary actions

Honor Code Council Procedure

In the adult-learner model, the primary guardians of the FNU Honor Code are the students themselves. The students, therefore, have the responsibility for monitoring appropriate behavior and for resolution of violations. The Honor Code Council will consist of six Student Council Representatives and a faculty facilitator. If the required number of students cannot be recruited from the Student Council Representatives, students may be recruited from the general student body. The faculty facilitator will be a faculty member who was not involved in the Honor Code Violation allegation. The role of the faculty facilitator is to counsel the students regarding the process and FNU policy. The entire process from the date of the reported charge to the date of the final decision of the Student Review Team of the Student Policy Team and notification of the students involved should be as expedient as possible. The review will not take greater than 45 days.

1. After a possible Honor Code Violation has been reported, the Student Review Team of the Student Policy Team will make the decision to convene an Honor Code Council (HCC).
2. The Department Chair or Program Director for their specialty track will notify the student(s) in question, via email, that:
    a. An Honor Code Council (HCC) is being convened and will be provided with details concerning the nature of the alleged violation/s.
    b. Student(s) are allowed to continue coursework until the issue is resolved. Faculty will not submit any final grades for the courses that are involved in the alleged honor code violation. If the review is still in progress at the end of the term, students will receive an Incomplete for any didactic courses and an In-Progress for any clinical courses that are involved in the alleged honor code violation during the Honor Code Council process. If the process extends across terms, students will be allowed to enroll in the courses for their next term.
    c. Student(s) can make a written statement to the HCC with an explanation and clarification of the circumstances related to the alleged violation(s). They will need to send these materials to the Chief Operations Officer or her/his designee.
    d. Student(s) will have an opportunity to make a verbal statement to the HCC during a conference call. The HCC may also ask questions of the student/s, via the faculty facilitator, but student/s are not required to answer those questions.

e. Documentation gathered by the Department Chair or Program Director from faculty and other students involved in the alleged violation(s) will be submitted to the HCC and the student/s being reviewed.
f. The Department Chair or Program Director will identify at least one faculty involved in the alleged violation to speak with the HCC during the proceedings. The HCC is required to speak with the designated faculty member and may also choose to speak with faculty and other students who have direct knowledge of the possible violation(s).

3. When the Chief Operations Officer receives the written statement(s), s/he, or her/his designee, will remove the student's name(s) from all documents, changing the name(s) to "Student A, "Student B," etc.
4. The Chief Operations Officer, or her/his designee, will recruit seven members of the student council and schedule a conference call. One of the seven students acts as an alternate in case a student needs to withdraw from the HCC. If seven members of the student council are not available, then members of the student body will be asked to volunteer.
5. Before the conference call, the Chief Operations Officer, or her/his designee, will email the HCC regarding the possible violation/s. This will include the student's statements (with names redacted) as well as any other related documentation (also with names redacted) that pertains to the possible violation/s including assignment instructions when appropriate. At this time, the HCC will be notified of the date and time of the HCC meeting. In addition, course coordinators, course faculty, regional clinical faculty, and/or additional students with direct knowledge of the possible violation/s will be notified of the HCC date and time to be on standby for possible communication with the HCC.
6. The HCC will then meet, via conference call, to investigate the alleged violation/s. The meeting will be held according to the following steps:
    a. The HCC will establish a list of questions for the designated faculty member involved in the violation(s) as identified by the Department Chair or Program Director.
    b. The faculty facilitator will call the designated faculty member involved in the violation(s) and join them in the conference call. The faculty facilitator will ask the HCC's questions. The designated faculty will then have an opportunity to make a verbal statement. The faculty facilitator will ensure that the designated faculty has been disconnected from the call.
    c. The HCC will establish a list of questions that they have for the student(s) in question.
    d. Then the faculty facilitator will call Student A and join them into the conference call. The faculty facilitator will ask the student the HCC's questions, informing them that they do not have to answer any of the questions. Student A will then have an opportunity to make a verbal statement. The faculty facilitator will ensure that Student A has been disconnected from the call and then follow this same procedure for Student B and any other students, if appropriate.
    e. The HCC may request to speak with additional course faculty, regional clinical faculty, staff, and/or students with direct knowledge of the possible violations for clarification or account of what occurred.
    f. The HCC will then investigate the possible violation/sand render an opinion as to whether or not an Honor Code Violation has been committed. It is not the responsibility of the HCC to suggest disciplinary action.
    g. The faculty facilitator will record the minutes using the established template and forward the findings to the Student Review Team of the Student Policy Team.
7. The Student Review Team of the Student Policy Team will review the results of the HCC, or attestation of admission, and make a determination regarding whether or not any actions are to be taken. Examples of possible actions (non-inclusive list): course or assignment failure, performance plans, and/or dismissal from the university.
    a. In the event there is a question regarding academic integrity of a course grade (possible Honor code violation) that is discovered after the course is complete and the grade has been officially submitted to the Director of Academic Records and Registrar, the course grade may be revised and/or placed on suspension by using incomplete for didactic courses or in progress for clinical courses until the work in question is either cleared or found in violation of the FNU Honor Code.
    b. In the event a student initiates a university withdrawal before the honor code question is resolved, it will be documented in the student's academic record that an HCC was convocated but not completed. The nature of the alleged violation will also be documented in the student's academic record. Any ungraded courses at the time of withdrawal will be awarded a W or WF*, depending on the timing of the withdrawal and in accordance with the academic calendar.
8. The appropriate Department Chair or Program Director will notify the student via email of the determination of the HCC (whether or not an Honor Code Violation/s was committed) and any decisions or actions of the Student Review Team of the Student Policy Team.

a. Faculty will submit the final grades and/or assignment grades for any courses and/or assignments that are involved in the alleged honor code violation.
b. If the decision is to amend a previously awarded final grade, the appropriate Department Chair or Program Director will confirm the grade change with the Director of Academic Records and Registrar.
c. If the decision is to dismiss, a certified letter will be sent within five (5) business days of the Student Review Team of the Student Policy Team meeting. The dismissal date recorded on the student's transcript will be the date of the Student Review Team of the Student Policy Team's decision.
d. Students dismissed for an Honor Code violation 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.
e. 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.
f. Students dismissed for Honor Code violation(s) have a right to appeal the dismissal via the Appeal of Dismissal policy.

9. If it is determined that an Honor Code violation occurred, the violation will be documented in the student's academic record.

Admission of Honor Code Violation

A student who is suspected of an honor code violation may admit the honor code violation and waive the right to a convocation of the Honor Code Council. In this situation, the student will be required to discuss the honor code violation with the Department Chair or Program Director. The student will then be required to meet with the Director of Academic Advising and Student Success and the student's Academic Advisor (or other designee) to sign an Attestation of Honor Code Violation regarding the violation and waiver of the Honor Code Council. The Student Review Team of the Student Policy Team will determine the consequences of such a violation. An admission to an honor code violation does not mitigate the potential consequences.

Intellectual Property Policy for FNU Students

Student work products, produced by course requirement and used as a basis of grading, remain the property of the student. A student working with a faculty member on a faculty member's project is considered to be doing faculty work and is covered under the faculty policy.

International Health Experience

FNU has an International Health subcommittee which offered an international health experience for selected students and faculty in Guatemala and Haiti during 2006-2011. This program is not currently being offered through Frontier.

Learning Plans and Performance Plans

Learning Plans

If a student experiences a specific problem in either a didactic or clinical course, the student may be asked by the Department Chair (if the situation relates to a didactic course), the Clinical Director (if the situation relates to a clinical course), Program Director (PM-DNP students), Course Coordinator, Course Faculty, Regional Clinical Faculty, or Preceptor to write a Learning Plan. This student generated plan will identify the problem, the resources needed to resolve the issue, and a time frame for resolution. Examples of situations where Learning Plans may be initiated include delayed academic progress, problems with clinical skills, delayed submission of academic work, examination failures, second course withdrawal (excluding approved EAH), or issues regarding communication. The Learning Plan is written by the student in consultation with the Course Coordinator, Course Faculty, Regional Clinical Faculty, Clinical Director, Program Director, or Department Chair. Learning Plans for a second course withdrawal will be written by the student in consultation with the Department Chair (MSN and PGC students) or Program Director (PM-DNP students). Learning Plans are designed to improve student success by addressing a specific issue within a course and are not recorded on the student's academic record. Failure to participate in the Learning Plan process is grounds for initiating a Performance Plan.

Performance Plans

A Performance Plan is initiated when a student is having a serious or multifaceted problem in either didactic coursework or clinical performance related, but not limited to academic performance, academic progress, and communication. Performance Plans are implemented to address and provide support in an area in which the student must improve in order to be academically and/or clinically successful. Examples of situations that prompt a Performance Plan include failure of a didactic course, third course withdrawal (excluding approved EAH), unsafe clinical care, failure of multiple tests and/or assignments, prolonged or arrested academic progress, poor communication, plagiarism, or professional issues. Performance Plans are recorded on the student's academic record. Additional tuition and/or added term fees may be incurred if academic or clinical remediation extends beyond the original anticipated timeframe for program completion.

Performance Plans Initiated by Didactic Course Failure

The Performance Plan process for didactic course failure will begin once the final grade of F is posted to the student's transcript. Students will establish the Performance Plan with their professional advisor no later than the last day of drop/add the following term (or 1 week after an I grade changes to an F). A required component of the Performance Plan is for students to establish a Course Success Plan with the Course Coordinator of the repeated course no later than 2 weeks after the start of the term (or 1 week after an I grade changes to an F). The Performance Plan will largely focus on life factors, i.e., time management related to school/home/work responsibilities or test anxiety, and the Course Success Plan will focus on specific academic areas of improvement, i.e., improving performance on a specific type of assignment or techniques to improve comprehension of specific concepts. The Course Coordinator of the failed course will be contacted and participate in formulating the Course Success Plan. A Performance Plan initiated by a didactic course failure will be considered completed when the student successfully completes the repeated course. Because a second course failure results in academic dismissal, there is no escalation to a second Performance Plan due to a repeated course failure. Failure to participate in the process or agree to the terms of a Performance Plan is grounds for review for dismissal from FNU.

Performance Plans Initiated by Communication, Professionalism, Third Course Withdrawal, Plagiarism, and Clinical Issues

The Performance Plan process for all situations other than a didactic course failure will be initiated by the Department Chair (MSN and PGC students in didactic coursework), Clinical Director (MSN and PGC students in clinical coursework), or Program Director (DNP students). A Performance Plan initiated in response to communication, professionalism, plagiarism, and clinical issues may be initiated at any point in time and is not strictly related to academic success in a course. A Performance Plan will be considered completed when the student successfully meets the objectives set forth in the Performance Plan. Failure to meet the objectives set forth in the Performance Plan or failure to participate in the process may result in course failure or dismissal from FNU.

Licensure

All students are required to maintain a current and unencumbered RN license while enrolled at FNU. 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.

Limitations to Attendance at Out of Hospital (OOH) Births While Enrolled in FNU Programs

FNU students (any specialty or degree) who are direct entry, licensed, or lay midwives and are not enrolled in a clinical course and attending a clinical site approved by FNU for out of hospital births must adhere to the established limitations to practice and attendance at out of hospital births (see the Midwifery and Nurse Practitioner Practice by FNU Students policy). Any questions regarding this policy should be directed to the appropriate Department Chair or Program Director.

FNU students (any specialty or degree) who are not direct entry, licensed, or lay midwives and are not enrolled in a clinical course in a clinical site approved for out of hospital births:

> Frontier Nursing University encourages students to experience normal birth outside the hospital and accepts and /supports the American College of Nurse-Midwives Position Statement on Homebirth that provides for the safety of mother and baby. If students plan to observe a birth in a birth center or home in

any capacity or function in the role of RN, birth assistant, doula, etc., the following guidelines must be followed:

1) Written pre-approval by the Department Chair or Program Director and Clinical Director
    a) Please contact the appropriate Department Chair, Program Director, or Clinical Director to arrange a meeting to discuss and obtain written approval for attendance at out of hospital births while an FNU student
2) Experience must be with a licensed provider who has malpractice insurance coverage.
3) FNU students cannot be present at an out of hospital birth for Vaginal Birth after Cesarean Section (VBAC), multiple gestation, or breech birth.

Any questions regarding this policy should be directed to the appropriate Department Chair or Program Director.

Advanced Practice as an Enrolled FNU Student

FNU students may not practice in an unlicensed advanced practice role while enrolled as a student in a FNU. Practicing as an unlicensed nurse practitioner or midwife could have serious implications for the FNU malpractice coverage, and the viability of FNU. Practicing as an unlicensed advanced practice nurse while enrolled as a Frontier student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in automatic dismissal from FNU.

Midwifery and Nurse Practitioner Practice by Frontier Students

Nurse-midwifery and nurse practitioner students may not practice as midwives or nurse practitioners while enrolled at FNU unless they are licensed and certified as a nurse-midwife and or nurse practitioner. FNU considers acting as the birth attendant to be considered the practice of midwifery. Students must not catch a baby because someone suggests they might as well get this experience now and have a head start on what they are going to be doing later even if that someone is a well-intentioned physician or certified nurse-midwife. Students (in any program and specialty) may not continue practicing as a direct entry, licensed, or lay midwife and may not be in attendance (in any capacity) at an out of hospital birth while enrolled as an FNU student while enrolled in the CNEP. Practicing as a direct entry, licensed, or lay midwife while enrolled as a FNU student will result in consideration for dismissal from FNU. Any questions regarding this policy should be directed to the appropriate Department Chair or Program Director. Practicing as a midwife or nurse practitioner could have serious implications for FNU Practicing as a midwife or nurse practitioner while enrolled as a Frontier student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in automatic dismissal from FNU.

Nurse practitioner students may not practice in an unlicensed advanced practice role while enrolled in any FNU program. Nurse practitioner students may not continue practicing as a direct entry, licensed, or lay midwife while enrolled in FNU. Practicing as an unlicensed nurse practitioner or as a midwife could have serious implications for the student and the University. Practicing as an unlicensed advanced practice nurse while enrolled as a FNU student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in consideration for dismissal from FNU. Practicing as a direct entry, licensed, or lay midwife while enrolled as a FNU student will result in consideration for dismissal from FNU.

Frontier Nursing University encourages students to be exposed to birth outside the hospital and accepts the American College of Nurse-Midwives Position Statement on Homebirth that provides for the safety of mother and baby. If students plan to observe a birth in a birth center or home or function in the role of RN, birth assistant, doula, etc., it must be with a licensed provider who has malpractice insurance coverage. An FNU student cannot be present at out of hospital Vaginal Birth after Cesarean (VBAC) unless it is at a Commission for Accreditation of Birth Centers (CABC) accredited birth center with approval for VBAC. FNU students cannot be present at an out of hospital birth for multiple gestation or breech birth. Students should contact the Clinical Director to discuss this before attending any out-of-hospital birth.

Nurse practitioner students may not practice in an unlicensed advanced practice role while enrolled in the CFNP, PMHNP or CWHNP. Nurse practitioner students may not continue practicing as a direct entry, licensed, or lay midwife while enrolled in FNU. Practicing as an unlicensed nurse practitioner or as a midwife could have serious implications for the FNU malpractice coverage, and the viability of FNU. Practicing as an unlicensed advanced practice nurse while enrolled as a Frontier student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in automatic dismissal from FNU. Practicing as a direct entry, licensed, or lay midwife while enrolled as a Frontier student will result in automatic dismissal from FNU.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA), ensures students have the right to privacy in their education records and affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Frontier Nursing University (FNU) receives a request for access.
    - A student should submit to the Director of Academic Records and Registrar a written request that identifies the record(s) the student wishes to inspect. The Director of Academic Records and Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Director of Academic Records and Registrar, the student will be advised of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
    - A student who wishes to ask FNU to amend a record should write to the FNU Director of Academic Records and Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.
    - If FNU decides not to amend the record as requested, FNU will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to attend a hearing.
    - The right to provide written consent before FNU discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without con-sent.
    - FNU discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by FNU in an administrative, supervisory, academic or research, or support staff position (including law en-forcement unit personnel and health staff); a person or company with whom FNU has contracted as its agent to provide a service instead of using FNU employees or officials (such as an attorney, auditor, collection agent, or clinical site); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance com-mittee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educa-tion record in order to fulfill his or her professional responsibilities for FNU.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by FNU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Disclosure of Directory Information

The Family Educational Rights and Privacy Act (FERPA), allows FNU to disclose appropriately designated "directory information" without written consent, unless a student has advised FNU to the contrary. The primary purpose of directory information is to allow FNU to include this type of information in certain school publications. Publication examples include:

- The FNU Directory
- Newsletter Articles
- Alumni Listings
- Commencement programs
- Student Council Lists

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student's prior written consent. Outside organizations include, but are not limited to, organizations such as the American College of Nurse-Midwives or the American College of Nurse Practitioners and/or companies that publish textbooks or make commencement pins and regalia.

If a student does not want FNU to disclose directory information without their prior written consent, the student must notify FNU in writing by the first day of each term. The notice should be sent directly to the Director of Academic Records and Registrar. This notification will result in the student's name not being included in course roster lists or the school directory. The result is that the student will be responsible for directly assuring that everyone who needs their contact information has that information.

FNU has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities (For example: Student Council, SAGE mentoring)
- Address
- Telephone listing
- Electronic mail (email) address
- Photograph
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance

Plagiarism Policy and Procedure

Plagiarism is the representation of generative artificial intelligence (GAI) to another person's ideas or writing as one's own. Plagiarism is an infraction of academic integrity prohibited by the FNU Honor Code.

The **most serious form of plagiarism** involves an entire work or section of work taken verbatim from another source or generated entirely by a GAI tool and submitted as original work. and submitted as original work. A serious breach in academic integrity, related to plagiarism, will result in the student being referred to the Student Review Team of the Student Policy Team for a possible Honor Code Violation, which may result in the convening of an Honor Code Council. An Honor Code violation can lead to dismissal from Frontier Nursing University.

Any of these examples are considered plagiarism and constitutes a serious breach of academic integrity:

1. Submitting a paper, examination, or assignment written by another.
2. Word-for-word copying of another's writing from the internet, hard copy text, and/or personal communication, without enclosing the copied passage in quotation marks and acknowledging the source using appropriate APA format.
3. The use of a unique term or concept taken from a source without acknowledging that source.
4. The paraphrasing or abbreviated restating of someone else's ideas without acknowledging that person.
5. Falsely citing a reference that was never actually consulted or making up a citation.
6. Falsely reporting data that was never actually collected or that showed contrary results.
7. Unacknowledged multiple authors or collaboration on a project or paper.
8. Unless expressly approved, submitting previous work, or parts of previous work, from any FNU course (including a repeated course) or course work from any other program.
9. Unless expressly stated in the syllabus, utilizing generative artificial intelligence (GAI) tools like Copilot or ChatGPT for course assignment generation or completion is not allowed.

References

Gartner. (n.d.) Generative AI. In *Gartner glossary*. Retrieved November 5, 2024, from https://www.gartner.com/en/information-technology/glossary/generative-aihttps://www.gartner.com/en/information-technology/glossary/generative-ai

IEEE-USA. (2017). IEEE-USA position statement: Artificial intelligence research, development and regulation. https://globalpolicy.ieee.org/wp-content/uploads/2017/10/IEEE17003.pdfhttps://globalpolicy.ieee.org/wp-content/uploads/2017/10/IEEE17003.pdf

Minor examples of plagiarism - Writing Errors

The following examples are considered minor breaches of academic integrity:

1. Missing citations
2. Verbatim copying of a single sentence
3. Poor adaptation of a sentence with a citation present
4. Pasting of a sentence with an incorrect citation that does not designate the material as being a direct quote.

Because continually submitting work with writing errors constitutes plagiarism, when an instance of plagiarism is determined by the faculty to be a writing error and not a serious example of plagiarism, the following steps will be taken:

1. Course faculty examine the student's academic record to determine if the student has had a previous statement entered about writing errors or possible plagiarism.
2. Course Coordinator to send an email to the student describing the concern of possible plagiarism and include the passage(s) in question. The email should ask the student to provide the original passage, the passage in question, the original source, an explanation of how they approached citing this passage, and if the student had any outside help with the passage or citation (for every passage in question). The email should also request a meeting with the student to discuss the information.
3. Students must review the plagiarism policy and honor code statement before the meeting.
4. Course Coordinator meets with the student and decides if plagiarism occurred, and if so, the type of plagiarism.
5. Course Coordinator determines if the offense is serious enough to be brought to the attention of the Department Chairs. If so, the information will be sent via email to the Department Chairs for further investigation and decision to take the issue to Honor Code Council.
6. Course Coordinator enters the information into the student's academic record with an alert to the Academic Advisor.

Prerequisites and Planning for Clinical Bound

Clinical Bound Prerequisites

The prerequisites to attending Clinical Bound are:

- The student must meet all prerequisite health requirements.
- Successful completion of all courses that are prerequisite to Clinical Bound.
- Completion of MSN Program Core Curriculum (required only of MSN students) and Clinical Management for Specialty Care (required for both MSN and PGC students) Course Evaluations.
- Completion of Clinical Bound preparatory course readings and assignments.
- Submission of Clinical Bound Housing and Travel form to the Versailles Campus
- Completion of Pre-Clinical Interview with Regional Clinical Faculty (RCF)
- Certification in Basic Cardiac Life Support (BCLS) offered by either the American Heart Association or Red Cross must be current and remain current throughout the Clinical Practicum for all students. ACLS certification cannot be substituted for BCLS certification.
- Certification in Neonatal Resuscitation offered by the American Academy of Pediatrics and American Heart Association must be current and remain current throughout the Clinical Practicum for nurse-midwifery students.
- Students must have an identified clinical site that has been submitted to Clinical Credentialing Services. This must be accomplished before the registration period in which the student is registering for Clinical Bound courses. Students cannot be registered for Clinical Bound until a site has been identified and submitted to Clinical Credentialing.

Clinical Bound Planning

CB101

Currently enrolled students have access to CB101, a Clinical Bound Planning course in Canvas. Students are to complete CB101 in Canvas and follow procedures for Clinical Bound Planning.

Projected Clinical Bound Term

In the first term of study, Academic Advising provides each student with a degree audit that establishes the projected Clinical Bound Term. The Projected CB Term is determined by the number of courses a student anticipates completing each academic term. If a student changes their academic pacing, the Projected CB Term will be updated on the degree audit and in the university's clinical database. The Projected CB Term is for planning purposes only and is not indicative of having been assigned to attend a specific CB Date.

Clinical Bound Date Assignment

In order to be assigned a specific Clinical Bound start date by the RCF, the following must occur:

1. RCF reviews and accepts Clinical Site Approval Form(s) per program requirements
    a. CNEP students are eligible after the RCF accepts at least one Clinical Site Approval Form.

b. CFNP students are eligible after the RCF accepts at least one Clinical Site Approval Form.
c. PMHNP students are eligible after the RCF accepts one Clinical Site Approval Form with a preceptor who has psychiatric prescribing authority.
d. CWHNP students are eligible after the RCF accepts at least one Clinical Site Approval Form.

2. Student's site(s) must provide the minimum number of clinical hours per week required by the program's first clinical course.

Projected Clinical Bound Term or CB Date Assignment Change
It is the student's responsibility to notify their RCF, preceptor(s), Clinical Credentialing Coordinator, and Academic Advisor if their projected CB term changes.

If the student has already completed the CB campus housing form and the CB start date is changed, students must notify housing@frontier.edu within 3 business days.

It is the student's responsibility to notify their preceptor(s) regarding any change in projected clinical start date.

ADA or Academic Accommodations for Clinical and Clinical Bound
Any physical limitations and/or needed accommodations that may affect a student's full participation in clinical must be discussed with the Department Chair and Clinical Director prior to Clinical Bound.

Prerequisites for going to a clinical site:

- The student must meet all prerequisite clinical compliance requirements described in the Clinical Compliance section of this catalog.
- Successful completion of all courses that are prerequisite to Clinical Courses.
- Completion of Clinical Bound Course Evaluations.
- The student is responsible for any site-specific requirements that are described in the Clinical Site Agreement and must meet those requirements at their own expense.
- Have RCF final release for a clinical site and preceptor before attending the first day of clinical at the site.

Probation (formerly Suspension)

A student who is on probation is not allowed access to any course work or to any forums. They will retain access to the email system and the portal page including FNU Catalog and directory.

Professional Conduct

FNU recognizes that honor is an individual's achievement and cannot be imposed by others. The efforts of each individual affect the group — the "all for one, one for all" principle. The benefits of honorable conduct by each individual, whether student, faculty, staff, or administration, are obvious. The reputation of FNU is enhanced by honorable conduct and the value of the education received in FNU is increased. Conversely, FNU's reputation and the value of an FNU education could be damaged by violations.

FNU expects the highest ethical standards from its students. The nurse practitioner and nurse-midwifery professions demand that individuals be prepared to practice competently and safely and be accountable for all their behaviors. Integrity, moral soundness, honesty, uprightness in character and actions—these are a few of the definitions of professional conduct. Integrity is the most critical characteristic students bring to FNU, and it will be the most critical characteristic they will take with them into professional practice.

Recorded Meetings

The purpose of this policy is to describe guidelines for recording (video and/or audio) meetings and/or interactions, whether in-person, virtually, and/or over the telephone. There are several reasons why an interaction may need to be recorded such as:

- Allow those who could not attend a meeting or academic session the opportunity to review the meeting.
- Document what was said in a meeting and, when necessary, allow note-takers to confirm the accuracy of written meeting minutes.
- Record student participation for a graded assignment.

The meeting convenor makes the decision about whether a meeting should be recorded or not, based on the above considerations. If a participant wishes to record a meeting that the convenor has identified as not appropriate for recording or the participant wishes for a meeting to not be recorded, the participant should discuss his or her request to record or not record with the convenor. When present, FNU faculty and/or staff shall have the final say as to whether the meeting is recorded. During meetings in which no FNU faculty or staff are present, the meeting convenor shall have the final say as to whether the meeting is recorded.

The unauthorized recording of conversations at FNU could be harmful to morale, inhibit effective communications, create an atmosphere of distrust, and may be inconsistent with the respectful treatment required of all FNU community members. For this reason, the recording of any part of any conversation by means of any electronic, mechanical, or other device is prohibited unless this policy is followed. Similarly, videotaping is also prohibited unless allowed by this Policy.

At Frontier Nursing University, we strive to behave according to our Culture of Caring and Community of Inquiry. Therefore, at the beginning of any meeting that is being recorded, meeting attendees and participants must be informed that the meeting is being recorded, the purpose of the recording, who will have access to the recording, and how long it will be preserved. Students are expected to abide by the FNU Honor Code Policy regarding the unauthorized sharing of course materials, which may include recorded meetings.

It is the desire of the University to retain as few recordings as necessary due to the storage space required to retain them. Generally, recordings used to create meeting minutes or to allow a person to review a meeting that they could not attend should be kept for one month. Maintenance of educational recordings is the responsibility of the meeting convener, the author of the education materials, or the instructor and will be kept in accordance with university procedures regarding graded academic work. These recordings may be transferred to other individuals or groups (e.g., Information Technology Services, Library Services, Center for Innovative Teaching and Learning, etc.), in which case the designated individual or group assumes responsibility for the maintenance and decisions regarding retention. Information Technology Services periodically reviews recordings in Zoom older than six months for deletion.

Students who violate this policy are subject to discipline, including dismissal from the university.

Research

Students completing projects for the DNP program requirements in external clinical settings will receive guidance in their coursework on the proper process for obtaining approval. Students planning to conduct a project that requires data collection from FNU faculty, staff, and/or students must consult with both the FNU Research Committee and Institutional Review Board to determine the suitability of the project and data collection.

Students completing projects not associated with a program requirement must have a faculty sponsor to proceed with application and approval from the FNU Institutional Review Board. Details on required information for IRB submissions can be found in the IRB Canvas Course.

Satisfactory Academic Progress (SAP)

Federal regulations require <u>all</u> students who receive financial assistance through federal student aid Title IV programs to make satisfactory, measurable progress towards a degree or approved program of study. Satisfactory Academic Progress (SAP) consists of three components measured by qualitative and quantitative progress; these are GPA, pace, and maximum credit hours (time frame). Students must meet the following standards to achieve SAP.

These standards are for financial aid purposes only, and neither replace nor override the academic policies of Frontier Nursing University. Students should review the University's academic policies to ensure full compliance. SAP will be reviewed during each term a student is enrolled.

Qualitative Progress – Cumulative GPA

In order to achieve qualitative SAP, a student must maintain a cumulative GPA of 3.0 or greater. Grades received for transferred courses from other institutions are not included in Frontier Nursing University's GPA calculations.

Quantitative Progress – Cumulative Pace

Quantitative progress measures the pace at which a student must progress through their degree program. This consists of two components: completion rate and maximum credit hours (time frame).

Completion rate

This quantitative component requires that a student earn 66.67% of the coursework they attempt cumulatively. For example, a student who attempts 9 credit hours in one term must earn at least 6 of those hours in order to meet this requirement.

Maximum credit hours (time frame) for degree completion

Students are expected to complete their degree within a maximum credit hour (timeframe) as determined by the University. Maximum credit hours (time frame) for degree completion are determined by evaluating the cumulative percentage of attempted hours vs. required degree hours. A student's total cumulative attempted hours may not exceed 150% of the minimum hours needed to complete his/her degree program. For example, a student working towards a Master of Science in Nursing degree consisting of 64 credit hours may not attempt more than 96 hours to earn the degree. Refer to academic policy for maximum number of years allowable for degree completion.

All prior course work at Frontier Nursing University counts towards SAP, not just those terms in which the student is receiving federal student aid.

Treatment of course repeats, transfer credits, failed courses, incompletes, S/U grades, and withdrawals in relation to SAP

Course Repeats	Counts towards attempted hours and only counts as earned hours when passing grade is received
Transfer credits	Counts towards attempted hours and earned hours
In Progress	Counts towards attempted hours and only counts as earned hours when passing grade is received
Incompletes	Counts towards attempted hours and only counts as earned hours when passing grade is received
S/U grades	Counts towards attempted hours and earned hours. Is not factored into GPA
Failed courses	Counts towards attempted hours only
Withdrawals	Counts towards attempted hours only
Drops	Courses dropped during add/drop period are NOT counted in attempted or earned hours

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.

Failure to Meet SAP Requirements

Financial Aid Warning

SAP will be reviewed at the end of each term a student is academically enrolled. Students who do not meet the standards of SAP at the end of a term will automatically be placed on warning for the following term of enrollment. If a student is placed on warning due to an I or IP grade, SAP will be reassessed once the I or IP grade is replaced with a passing grade, as defined in the University's catalog. The I or IP grade must be replaced either within the time frame stated in the university catalog or by the extension date provided by the Student Review Committee. The warning will be lifted once the grade is replaced, and the student has met SAP.

Financial Aid Suspension

At the end of the warning period term, the student must again be making SAP as outlined in the policy. A student who fails to do so will be placed on financial aid suspension and will no longer be eligible for federal student aid Title IV funding. Financial aid suspension will be lifted once the student is back in compliance with the SAP policy.

Financial Aid Probation

If a student is placed on financial aid suspension, they have the right to appeal this decision. If the appeal is approved, the student will be placed on financial aid probation and will be permitted to receive federal student aid Title IV funding for ONE term. If it is determined it will take the student more than one term to regain eligibility, Financial Aid services will collaborate with the student's Advisor and/or the Department Chair to create a specialized academic plan. The student's progress will be checked each term to determine if the student is meeting the requirements within the academic plan.

SAP Appeals

Students may submit a Satisfactory Academic Progress Appeal if their schooling was adversely affected by one of the following situations:

1. Injury or illness of the student, includes both physical or mental illness
2. Death of a family member
3. Other extenuating and unforeseeable circumstances

Within the SAP appeal, students must submit all of the following:

A. Supporting documentation of the situation which caused the student to fall below the minimum standards
B. Written explanation of what has changed which would allow the student to successfully progress in their studies AND
C. Specify what measure(s) are being taken to ensure academic progress will improve if the appeal is granted

The appeal must be made in writing and should be accompanied by appropriate supporting documentation. Appeals are to be submitted to the Financial Aid Office for evaluation. Decisions will be communicated to the student within 14 days of the time the appeal was submitted via his/her Frontier Nursing University email account.

SAP Calculation Example:

Course Code	Course Name	Term	Credits	Grade
NM702	Care During Normal Pregnancy	Summer	3	T
NM704	Midwifery Care During Labor & Birth	Summer	3	A

NM705	Midwifery Care Postpartum Women and Newborns	Fall	3	B
NM701	Gynecologic Health	Fall	3	W*
NM706	Advanced Midwifery Care in the Perinatal and Neonatal Period	Fall	3	A
NM701	Gynecologic Health	Winter	3	A
NM712	Midwifery Clinical I	Winter	3	IP*

*W, I, or IP grades are not counted as successfully completed courses. I and IP grades are counted as successfully completed courses only after they have been converted to a passing grade.

Attempted Credits	21
Successfully Completed	15
SAP Percentage	15 / 21 = 71%

Student Loan Deferments

Student Loan Deferments are processed by Registrar services. Please allow up to three (3) business day turnaround time for the completion of the paperwork. Please note it is the student's responsibility to ensure that lenders receive the completed paperwork and to ensure that their status is current with all lenders.

Substance Use

Alcohol & Drug Prevention Program & Policy

Under the "Drug Free Workplace Act of 1988" and the "Drug Free Schools and Communities Act Amendments of 1991" Frontier Nursing University is required to notify all employees and students of its specific alcohol and drug policy program. The elements of the policy and program include consequences that may follow the use of alcohol and other drugs, and sanctions that may be applied both by the University and by external authorities. The law requires that individuals be notified of possible sources of assistance for problems that may arise as a result of use. This policy is intended to educate members of the University community about the health risks associated with the use and abuse of alcohol and other drugs and about the resources available for counseling and therapy. In addition, in order to assure a work and learning environment that promotes the University's mission and proper function, the University prohibits the unlawful possession, use, or distribution of alcohol or illicit drugs by faculty, staff, or students. Federal and state sanctions also apply to such conduct.

Prevention strategies include efforts to change inappropriate community norms regarding alcohol and other drug use, to alter environmental factors that support inappropriate use, and to provide information and skills regarding sensible use.

FNU reserves the right to test for drugs and/or alcohol those students who could reasonably be suspected of drug or alcohol abuse, based on appearance, smell, speech, irrational or unusual behavior, or carelessness or disregard for the safety of others. This suspicion may be raised by students, faculty, staff, preceptors, or other concerned parties. Urine or blood samples would be obtained under the supervision of an appropriate health care professional. Results of any drug/alcohol test may be shared with the members of the Student Review Team of the Student Policy Team and may result in disciplinary action up to and including dismissal. The drug/alcohol tests will not be conducted if an individual refuses to submit. However, refusal to submit may result in immediate referral to the Student Review Team of the Student Policy Team for dismissal.

Health Risks

The use or abuse of alcohol and other drugs increase the risk for a number of health related and other medical, behavioral, and social problems. These include acute health problems related to intoxication or overdose (blackouts, convulsions, coma, death); physical and psychological dependence; malnutrition; long-term health problems, including cirrhosis of the liver, organic brain damage, high blood pressure, heart disease, ulcers, and cancer of the liver, mouth, throat, and stomach; contracting diseases, such as AIDS, through the sharing of hypodermic needles; pregnancy problems including miscarriages, stillbirths and learning disabilities; fetal alcohol syndrome (physical and mental birth defects); psychological or psychiatric problems; diminished behavior (hangovers, hallucinations, disorientation, slurred speech); unusual or inappropriate risk-taking which may result in physical or emotional injury, or death; violent behavior towards others, such as assaults and rape; accidents caused by operating machinery while impaired; impaired driving resulting in alcohol and drug-related arrest, traffic accidents, injuries, and fatalities; negative effects on academic or work performance; conflict with co-workers, classmates, family, friends, and others; conduct problems resulting in disciplinary actions, including loss of employment; and legal problems including imprisonment.

Counseling and Treatment Programs

The University encourages individuals with alcohol or other drug-related problems to seek assistance. If a student is enrolled in or seeks counseling for alcohol or other drug-related problems, they are required to discuss the situation with the appropriate Department Chair, Program Director, or Clinical Director to formulate a plan for support during the educational process.
Access this link for **Confidential Assistance** for Frontier Nursing University students.

Counseling and Support Services

Additional information on local, state, and national resources can be accessed by clicking the **Confidential Assistance** link.

University Sanctions

Unlawful possession, use, manufacture, or distribution of alcohol or illicit drugs by faculty, staff, or students may lead to sanctions within the University, the severity of which shall increase as the seriousness of the violation increases. Consequences may include:

- A verbal or written disciplinary warning, with notice that repetition of the offense or continuation of the offense may result in a more serious sanction up to and/or including separation from the University;
- Required completion of an appropriate rehabilitation program, at the student's expense, in order to continue enrollment or employment;
- Required ongoing plan of support for the student which may include ongoing drug testing and reporting;
- Suspension from the University (student) or from employment (employee) or from a specific University activity or facility for a fixed period of time or until completion of specified conditions, such as completion of an appropriate rehabilitation program, at the individual's expense;
- Expulsion from the University (student) or termination of employment (faculty and staff)

Other Appropriate Sanctions: External Sanctions

Unlawful possession, use, manufacture, or distribution of alcohol or illicit drugs may also lead to a referral to the appropriate local, state, and/or federal authorities for prosecution for a misdemeanor or felony, depending on the 5-year nature of the offense. The sanctions for such offenses may include fines and/or imprisonment.

For example, under federal laws trafficking in drugs such as heroin or cocaine may result in sanctions up to and including life imprisonment for a first offense involving 100 grams or more. Fines for such an offense can reach $4 million. Offenses involving lesser amounts, 10-99 grams, may result in sanctions up to and including 20 years' imprisonment and fines of up to $20 million. A first offense for trafficking in marijuana may lead to sanctions up to life imprisonment for an offense involving 1,000 kg or more or up to 5 years imprisonment for an offense involving less than 50 kg. Such an offense carries with it fines that can reach $4 million for an individual offender.

In Kentucky, a first offense driving under the influence of alcohol or a controlled substance will result in a fine of $200 - $500 and imprisonment in the county jail for 2 – 30 days. A second offense within a five-year period will result in a fine of $300 - $500, imprisonment in the county jail for 7 days – 6 months, and possibly community service labor for 10 days to 6 months.

Employee Reporting Requirement
Under the Drug-Free Workplace Act of 1988, in addition to the other requirements of this policy, a faculty or staff member who works in any capacity under a federal grant or contract must notify his or her University supervisor or department head, in writing, of his or her conviction for a violation of any criminal drug statute no later than five calendar days after such conviction. This applies to direct charge employees and to the indirect charge employees who perform any support or overhead functions related to the grant.

Distribution of Policy
A copy of this policy statement shall be located in the FNU catalog, which is available to all faculty, staff, and students via the Banyan Tree Portal Page.

Review of University Program and Policy
Biennially, the University shall review its "Alcohol and Drugs Prevention Program and Policy" to determine the programs and policy's effectiveness and implement changes, if needed, and to ensure that the University's disciplinary sanctions are consistently enforced.

To be under the influence of drugs or alcohol while providing patient care could jeopardize the health and safety of clients and would be a prime cause for the Student Review Team of the Student Policy Team to recommend dismissal.

A complete copy of the Frontier Nursing University Substance Abuse Policy and Comprehensive Substance Abuse Testing Program is available to any student. This may be obtained by calling the Human Resources Director on the Versailles Campus at (859) 251-4700.

Transcript Requests
The permanent academic record of all students currently and previously enrolled at Frontier Nursing University is maintained by the Director of Academic Records and Registrar. Official transcripts are available from the Director of Academic Records and Registrar only through a request to the National Student Clearinghouse. No transcript will be provided for any student who has outstanding financial obligations to FNU. **An official transcript has a fee of $10 per transcript. There is an additional fee for an official copy sent via FedEx or overnight mail.**
We offer the following delivery methods for official transcripts:

- Electronic
- USPS
- FedEx
- Overnight Mail

Transcripts are processed as soon as possible but may take up to 3 business days from the request date. For mailed or FedEx hard copies, once the document is processed and leaves the Director of Academic Records and Registrar, delivery is the responsibility of the carrier. **FNU cannot guarantee delivery and is not responsible for delays due to carrier handling. Transcripts lost during the delivery process may result in the student having to request and pay for additional transcripts.**

Before submitting a transcript request, please be sure that you review your order and check for accuracy. FNU will not be responsible for recipient names, addresses, or email addresses that are entered incorrectly by the student on the order form and may result in the student having to request and pay for additional transcripts.

If you need an official transcript with your graduation date listed on it, please do not order your transcript until after your degree is conferred and you have been notified by the Director of Academic Records and Registrar.

Request an Official Transcript

Unofficial Transcripts:
For Unofficial Transcripts, please log into Self-Service. You will find the Unofficial Transcript option under Grades.

Transfer from One Specialty Track to Another

Students may request a track change between specialties within the same degree at any time. In order to be considered for the track change, the student must be in good academic standing. Students must request permission and receive approval from the Department Chair of the specialty track they wish to leave and the Department Chair of their intended new track. Students changing tracks within a single department only need approval from their current Department Chair.

If a student receives approval from both Department Chairs and is allowed to change tracks, the student must submit the required status change form and remit payment for the Track Change fee. The student will work with their Academic Advisor, in consultation with the Department Chair as needed, to set up the new Program of Study.

Approved track change requests will be effective on the student's academic record in the immediate subsequent term. If a student is approved to change tracks the same term they are on academic hiatus, the track change will be effective in the first term following the hiatus. If a student is approved to change tracks after the first day of a term, but prior to the end of add/drop, the student may request permission of the Department Chair or Program Director for the change to be effective in the current term. The Department Chair or Program Director will inform the Director of Academic Records and Registrar of this special approval.

Updating Personal Information on the Student Record

FNU relies on current and accurate records to provide adequate support to students, federal and state reporting guidelines, and for internal reporting and planning. Students are required to report changes as indicated below:

Address Change

Once a student is enrolled at FNU, the address reported during the application process will be used as the student's address of residence. If a student moves while enrolled at FNU, they must change their address of residence through Self-service. As stated in the Licensure policy in this Catalog, students are responsible for maintaining a current and unencumbered RN license in their state of residence.

Current MSN or PGC students with a need or desire to move to New York state while enrolled in the MSN or PGC should consult with their Department Chair immediately. Although Frontier Nursing University can enroll students who reside in New York State in its 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. Federal government facilities located in New York State are exempt from this restriction; all FNU students can attend clinical in a federal government facility located in New York State.

Gender Change

Once a student is enrolled at FNU, they can request a change in gender to be made to their academic record. To request an official gender change to the academic record, please contact the Director of Academic Records and Registrar, registrar@frontier.edu for processing. Students receiving financial aid should contact FNU Financial Aid or the Department of Education to determine if additional documentation may be required. Students who have not yet matriculated into the university should contact their Admissions Officer.

Name Change

Once a student is enrolled at FNU, they can request the name on their academic record be changed by submitting legal documentation or a form of government-issued ID (e.g., passport, driver's license, etc.). To request an official name change, enrolled students should complete the Name Change Request form through the Status Change

process in their Self-Service account. Students who have not yet matriculated into the university should send the required documentation to their Admissions Officer.

Withdrawal from FNU

A student may decide to withdraw from FNU at any time. This decision should be discussed with the appropriate Department Chair or Program Director to explore alternative options. Once the final decision has been made, the student must submit a written request via the Status Change form. The date of the withdrawal will be determined by the date of the Status Change form submission and in accordance with federal financial aid guidelines.

Students are expected to remain academically engaged in all registered courses in a given term. Academic engagement is defined as the submission of coursework, taking an exam, and/or active participation in an instructional activity such as a lecture, discussion board, group project, etc. When it is identified that a student is no longer participating in a course, the Course Coordinator and the Department Chair or Program Director will collaborate to determine if the student is considered academically engaged. If it is determined that a student is no longer academically engaged in any of their registered courses in a given term, the student will be brought forward to the Student Review Team of the Student Policy Team. Students that are determined by the Student Review Team to be academically unengaged in all registered courses for the term will be withdrawn from FNU. The official date of withdrawal will be the last date of academic engagement.

Courses in progress at the time of institutional withdrawal will be granted a W or WF* grade in accordance with the Withdrawal From a Course policy. If the institutional withdrawal occurs during the add/drop period, any courses in progress will be processed according to the Adding and Dropping Courses policy.

MSN, PGC, and DNP students who choose to withdraw from FNU but have the intent 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.

Students admitted via the ADN Bridge Entry Option who choose to withdraw from FNU but have the intent to apply for readmission at a later date should consult the Degree Completion Policy for allowable completion timeframes for readmitted students. **FNU is no longer admitting students into the ADN Bridge Entry Option program. The last cohort to enter the Bridge Program was April 2020.*

Clinical Project Policies in the DNP

The policies in this section apply to all FNU students enrolled in the DNP program. Policies are listed separately for easy reference. All other FNU policies also apply to students during the DNP Clinical Practicum.

Clinical Compliance Requirements for DNP Students

All FNU students completing a clinical project are required to maintain current Clinical Compliance throughout the clinical experience. Documentation for all Clinical Compliance requirements, except the CSAF, is completed via Castlebranch.

All FNU students should review Clinical Compliance instructions as outlined in the DNP Clinical Prep course (DNP850) in Canvas.

The following Clinical Compliance requirements must be on file with FNU before students are permitted to register for DNP851: DNP Scholarly Project Planning. Clinical sites may have additional requirements, which students are required to complete in order to rotate at the site.

- Clinical Site Approval From (CSAF) for the project site is submitted via the instructions in DNP850. This is the only requirement not submitted via CastleBranch.
- If DNP students are employed in their clinical site and their employer does not require a clinical affiliation agreement, they do not have to maintain current clinical compliance for the university but must adhere to all/any requirements of their employer. If their employer requires a clinical affiliation agreement to be in place, they must complete CastleBranch requirements listed for volunteer students.
- If DNP students are volunteering in their project site, the following requirements must be completed in CastleBranch.
    - Unencumbered nursing license in all states, or eligible for nursing compact state licensure, where clinicals will be completed unless the student is rotating at a site that permits any US nursing license. (military, Indian Health Services, etc). RN license verification must be completed through Nursys Quick Confirm.
    - Certification in Basic Cardiac Life Support (BCLS/BLS) for adults, pediatrics, and infants offered by either the American Heart Association (AHA, preferred), an approved AHA course provider, or the American Red Cross. Must be current and remain current throughout the Clinical Practicum for all students. ACLS is not a substitute. AHA certification cards issued by a course instructor must meet the criteria described by the AHA.
    - Clinical background check (see Background Check Policy and Procedure section of this Catalog for additional details).
    - Complete all sections of the FNU Student Health Verification Form including documentation of vaccinations or titers per the guidelines in the Health Form Guidelines and Checklist. Non-university forms will not be accepted. FNU Student Health Verification Form cannot be older than 12 months at any time during the clinical project. It is the student's responsibility to keep these documents current.
    - OSHA/HIPAA training module and the HIPAA Agreement Form.
    - Documentation that the student is enrolled in a personal health insurance plan or maintains membership through a health sharing program in lieu of personal health insurance. Maintaining health insurance or membership in a health care sharing program is required for the entirety of the clinical experience and a student's enrollment at FNU. Clinical sites may not accept health sharing membership programs. Students are personally responsible for any medical costs associated with illness, injury, or accidents during the clinical practicum. Students are not considered employees of FNU or the clinical site and are not covered by Worker's Compensation insurance.
    - FNU records release form.

DNP Clinical Site Sponsor and Mentor

The purpose of having a DNP Clinical Site Sponsor and Mentor is to ensure the project expectations and potential time commitments are clear to all parties at the start. DNP students may not complete clinical projects in sites 450owned or administered by a first-degree family member, e.g., spouse, parent, or child. For further clarification of this requirement, please contact the DNP Program Director.

The student, the site sponsor, and the site mentor must sign the Sponsor/Mentor agreement form no later than Week 8 prior to the term the student enrolls in DNP851. Additional details can be found in the DNP850 course in Canvas.

Role Definitions:

- Sponsor - No defined level of education, has authority over some day-to-day operations, can help facilitate QI project development and implementation, and will serve as a champion for the project (examples: office manager, nurse manager of hospital unit).
- Mentor - Must have a master's degree or higher, QI or clinical practice expertise, respected as a leader in the setting, will help facilitate the development and implementation of a plan (examples: medical or clinical director, physician or APRN, or QI leader).

Background Check Policy and Procedure for DNP Students

DNP students who are volunteering at their project site are required to have a background check prior to starting their clinical project. The process for obtaining the background check is outlined in the DNP850 course in Canvas. This should be done the term prior to enrolling in DNP851. A background check cannot be older than 12 months at any time during the clinical project. Occasionally, a clinical site will require a specific type of background check. If this is the case, the student will be notified of this with instructions as soon as the FNU Clinical Credentialing Coordinator is made aware through the contract review process.

Any findings on the pre-clinical licensure or background check will be reported to the DNP Program Director who will report the information to the DNP site sponsor and mentor and the clinical site(s) for their review.

Doctor of Nursing Practice Clinical Experience Requirements

The purpose of the DNP project is for the student to grow in nursing leadership and develop expertise in quality improvement.

DNP students' complete quality improvement projects/initiatives within clinical settings, ideally at the site of APRN employment. All hours are completed during the 3 term DNP clinical course series through a series of structured clinical assignments designed to support the planning, implementation, evaluation and dissemination of a quality improvement project/initiative. Students who desire to use out of hospital clinical sites for their DNP project initiatives must discuss this plan with their Clinical Faculty early in the process. Birth centers must meet FNU credentialing criteria and be nationally accredited by the Commission for Accreditation of Birth Centers (CABC) to be eligible for use during the clinical project. Any site located in a non-CABC Accredited Birth Center is not eligible to be used as a DNP Site.

During the 500 contact hours in the project, the student builds and broadens their quality improvement experiences and leadership. The project/initiative provides an opportunity to demonstrate application-level learning in the change process, synthesizing evidence, and planning for implementation of evidence into practice. Practicum activities are not a restudy of basic APRN skills. Clinical project hours do not include time spent on assignments for any other courses not included within the Clinical courses. Students may only accrue clinical hours within the following courses: DNP850, DNP851, DNP852, DNP853.

Clinical Problem Resolution for DNP Students

FNU has a well-defined clinical problem resolution pathway available to students, site sponsors, and mentors. The tools in the problem resolution process are the Problem Identification Sheet, the Learning Plan, and the Performance Plan. The DNP Continuity Faculty is to be notified of any identified clinical problems.

A student should continue to attend clinical while the process of problem resolution takes place unless suspended from clinical. Any student involved in the problem resolution process who fails to be present for a clinical session, without the express written permission of the DNP Director, may be suspended from FNU.

In the event that either the site sponsor and mentor or the DNP Continuity Faculty has determined that appropriate student progress is not occurring, or that appropriate supervision cannot take place within the current site, a student

may be required to relocate to a site designated by the DNP Continuity Faculty and Program Director. Such relocation will be at the student's expense and is not optional. In order to graduate, students must be able to meet all the requirements of the DNP program.

Clinical Site Changes for DNP Students

Students are responsible for ensuring their clinical site provides adequate gaps in care that align with their DNP quality improvement initiative requirements. The selected site must offer sufficient client volume to support project completion within a reasonable timeframe. When a clinical site cannot meet these volume requirements, students have several options available. They may secure a new clinical site or utilize multiple clinical sites, provided all locations have been properly credentialed through the university's established processes. Any changes to clinical site arrangements require prior consultation with both the DNP Continuity Faculty and the DNP Program Director. The timing of site changes affects the required coursework. Students who change sites may need to repeat the Project Planning course or complete the DNP Independent Study course to ensure their baseline data collection aligns with their final clinical site selection. This requirement ensures the integrity of the quality improvement project and maintains consistency in data collection methods. Faculty support is available to help students navigate toward program completion.

DNP Clinical Supervision

DNP site sponsors and mentors should adjust their level of supervision to the level of the student's development. The site sponsor and mentor can refer to the FNU site sponsor and mentor guidelines or obtain guidance from the DNP Clinical Faculty for assistance in this area.

Malpractice Coverage for DNP Clinical Students

FNU provides professional liability (malpractice) insurance for clinical students during the DNP clinical project. Coverage ends once the student completes clinical courses and graduates from FNU.

Pre-clinical Orientation Meeting with DNP Mentor/Sponsor

Before beginning the Clinical Practicum, the student will schedule a pre-clinical orientation meeting with the site sponsor and mentor(s). During this conference, the student and site sponsor and mentor(s) should complete a detailed and comprehensive review of all aspects of the proposed DNP clinical project including team building, tools and checklists, plan for implementation, objectives for quality improvement.

Professional Attributes and Behaviors Expected of Students during the Clinical Practicum

Timeliness: Students are expected to comply with the clinical schedule, contact the site sponsor and mentor if a change in the schedule, such as late arrival or absence, is necessary, and stay throughout the clinical session.

Ethical Practice: Students are expected to provide care without discrimination regarding such features as age, gender, race, ethnicity, religion, lifestyle, socioeconomic status, sexual orientation, disability, or nature of health problem.

Confidential Communication: Students are expected to maintain and handle client records in accordance with legal and privacy standards.

Professional Competencies: Students are expected to maintain licensure and certifications (e.g., basic life support, neonatal resuscitation, etc.) related to professional scope of work, knowledge, and skills.

Commitment to Evidence-Based Clinical Decision-Making: Students are expected to support management plans with current evidence from the professional literature.

Self-Assessment: Students are expected to reflect on clinical experiences, including issues or problems encountered, and to recognize accomplishments and continued educational needs.

Preparedness: Students are expected to prepare for anticipated client needs but remain flexible in response to emerging priorities.

Appearance: Students are expected to wear professional attire that is congruent with the practice setting and to be well groomed at all times. Students are required to wear their FNU picture IDs at all times. The only jewelry items that may be worn in the clinical setting are a watch, a wedding band, and small earrings (maximum two per ear). Other visible body piercings will not be allowed in the clinical area.

Effective Communication: Students are expected to communicate with clients in a manner that conveys interest, respect, and concern; use reasonable measures to ensure appropriate communication if language barriers exist; write legibly on medical records; use words and titles that convey dignity and respect; and ask questions to seek clarification.

Adapted from the University of Michigan Nurse-Midwifery Program

International Clinical Sites in the DNP

Students completing the clinical courses in the DNP program may petition the DNP Program Director for permission to complete the clinical hours in an international site. If there are any questions or concerns about the DNP clinical experience, the student may be required to complete their clinical hours within the United States. Students may contact the DNP Program Director for further clarification of this policy.

Clinical Practicum Policies in the MSN, PGC, and Refresher

The policies in this section apply to all FNU students in the MSN, Post-Graduate Certificate, and Refresher programs. Policies are listed separately for easy reference. All other FNU policies also apply to students during the Clinical Practicum.

Checklist for Beginning the Clinical Practicum in the MSN, PGC and Refresher Program

The complete timeline for MSN & PGC students preparing for Clinical Bound and entry into clinical can be found in the Clinical Bound 101 Course in Canvas. The timeline and course in Canvas contain the most accurate and up-to-date requirements. Attendance at Clinical Bound is not required for the following students:

- CNM/CMs in the CNEP Refresher program
- WHNPs in the WH Refresher program

Prior to beginning the Clinical Practicum students will:

- Complete all required Clinical Compliance requirements [see Clinical Compliance section]
    - Contact their Regional Clinical Faculty (RCF) to discuss clinical site preparation and requirements prior to completing and submitting the Clinical Site Approval From (CSAF).
        - The CSAF is submitted through the Community Map, Instructions for completing the CSAF can be found in CB 101 (Canvas).
        - The RCF will assign a Clinical Bound date once the student has at least one clinical site accepted by their RCF on My Clinical Plan.
        - Students with incomplete clinical compliance [see Clinical Compliance section] prior to open registration will result in a registration block preventing Clinical Bound course registration.
        - Clinical sites and preceptors must be credentialed before students can begin clinical experiences at the site.
- Review the Clinical Practicum Policies in the FNU Catalog.
- Review CB 101 to prepare for Clinical Bound and the clinical practicum
- Contact preceptor to finalize arrangements for clinical.
- Arrange a pre-clinical orientation meeting with preceptor before or after Clinical Bound.
- Schedule the Transition to Clinical Interview with RCF prior to attending Clinical Bound. Complete necessary forms and upload to RCF before scheduled interview.

Clinical Compliance Requirements for MSN, PGC, and Refresher Students

All FNU students completing a clinical practicum are required to maintain current Clinical Compliance throughout the clinical experience. Documentation for all Clinical Compliance requirements, except the CSAF, is completed via Castlebranch.

All FNU students should review Clinical Compliance instructions as outlined in CB 101.

The following Clinical Compliance requirements must be on file with FNU before students are permitted to register for their CB term courses. Failure to complete clinical compliance requirements prior to open registration the term before CB will result in a block preventing registration for Clinical Bound and all courses taken at CB. Clinical sites may have additional requirements, which students are required to complete in order to rotate at the site.

- A complete clinical plan requires students to secure and submit clinical rotations to My Clinical Plan to complete all visit types and hours for their program.
- Students are required to have a complete clinical plan prior to registering for Clinical Bound courses. Students who do not have a complete Clinical Plan may need to take an Academic Hiatus. Clinical Site Approval Forms (CSAF) must be accepted by your RCF.

- Order the appropriate clinical compliance requirements according to the instructions in CB101 via CastleBranch and connect your CastleBranch account to your FNU Profile > My Compliance.
- An unencumbered nursing license in all states, or eligible for nursing compact state licensure, where clinicals will be completed unless the student is rotating at a site that permits any US nursing license. (military, Indian Health Services, etc). RN license verification must be completed through Nursys Quick Confirm.
- Certification in Basic Cardiac Life Support (BCLS/BLS) for adults, pediatrics, and infants, offered by either the American Heart Association (AHA, preferred), an approved AHA course provider, or the American Red Cross. Must be current and remain current throughout the Clinical Practicum for all students. ACLS is not a substitute. AHA certification cards issued by a course instructor must meet the criteria described by the AHA.
- Clinical background check (see Background Check Policy and Procedure section of this Catalog for additional details).
- Complete all sections of the FNU Student Health Verification Form including documentation of vaccinations or titers per the guidelines in the Health Form Guidelines and Checklist. Non-university forms will not be accepted. FNU Student Health Verification Form cannot be older than 12 months at any time during the clinical practicum. It is the student's responsibility to keep these documents current.
- OSHA/HIPAA training module and the HIPAA Agreement Form in CastleBranch.
- Documentation that the student is enrolled in a personal health insurance plan or maintains membership through a health sharing program in lieu of personal health insurance. Maintaining health insurance or membership in a health care sharing program is required for the entirety of the clinical experience and a student's enrollment at FNU. Clinical sites may not accept health sharing membership programs. Students are personally responsible for any medical costs associated with illness, injury, or accidents during the clinical practicum. Students are not considered employees of FNU or the clinical site and are not covered by Worker's Compensation insurance.
- FNU records release form.

For Nurse-Midwifery students:

- Maintain current neonatal resuscitation certification through the American Academy of Pediatrics (AAP) or an AAP approved course. All lessons must be completed.
- Provide evidence of current education in fetal heart monitoring skills throughout your clinical practicum. Current education is defined in the CastleBranch To-Do List requirements.
- Clinical site(s) must include hospital birth experience. A minimum of eight (8) births must be completed in the hospital clinical setting. Out of hospital birth experience in an approved home birth practice or a birth center is recommended (but not required). Note that one of the requirements for a birth center is accreditation by the Commission for the Accreditation of Birth Centers (CABC). Your clinical plan needs to be approved by your RCF in coordination with the Clinical Director.

For Women's Health Care Nurse Practitioner Students:

- Provide evidence of current education in fetal heart monitoring skills throughout your clinical practicum. Current education is defined in the CastleBranch To-Do List requirements.

Background Check Policy and Procedure for MSN and PGC Students

All FNU students are required to have a background check prior to starting their clinical practicum. The process for obtaining the background check is outlined in the CB 101 course in Canvas. This should be done in the term prior to attending clinical bound. A background check cannot be older than 12 months at any time during the clinical practicum. Occasionally, a clinical site will require a specific type of background check. If this is the case, the student will be notified of this with instructions as soon as the FNU Clinical Credentialing Coordinator is made aware through the contract review process.

Any findings on the pre-clinical licensure or background check will be reported to the Clinical Director, who will report the information to the preceptor(s) and the clinical site(s) for their review.

Clinical Requirements for MSN and PGC Students

The integration of practice and theory is the hallmark of the FNU Clinical Practicum in advanced practice nursing. During the clinical experience a student is expected to master the clinical skills necessary to become a safe beginning level nurse-midwife or nurse practitioner. FNU students must complete a minimum number of clinical hours, a minimum number of calendar weeks in which clinical is done, minimum requirements for clinical experiences in all areas of practice as evidenced by completion of required clinical visits and the RCF's final approval. The FNU minimum clinical experience for MSN students **attending Clinical Bound and beginning clinical courses BEFORE 2025** is 675 clinical hours and sixteen (16) weeks of clinical. The FNU minimum clinical experience for MSN students **attending Clinical Bound and beginning clinical courses in 2025 OR LATER** is 750 clinical hours and (19) weeks of clinical. The FNU minimum clinical experience for post-graduate students **attending Clinical Bound and beginning clinical courses BEFORE 2025** is 540 clinical hours with fourteen (14) weeks of clinical. The FNU minimum clinical experience for post-graduate students **attending Clinical Bound and beginning clinical courses in 2025 OR LATER** is 750 clinical hours and (19) weeks of clinical. These minimum clinical requirements apply to all specialty tracks. FNU students should plan to complete clinical requirements in three terms. This allows time for coursework and adequate time to integrate didactic work and clinical skills.

The inclusion of a clinical immersion experience has been shown to help develop student assimilation into the role of advanced practice nurses. FNU requires a combination of a minimum number of hours for the clinical practicum as well as specific clinical experiences in each specialty track. RCFs may specify limitations on hours, types of experiences, etc., at their discretion in consultation with the Clinical Director (CD).

- Clinical experiences may overlap such that one patient encounter could count for two categories, but a single visit may not count for more than two categories.
- When observing patient care during the orientation process in a preceptor site, students may count this time toward the clinical hour requirement.
- Patient visits cannot be counted toward required clinical experiences if they are only observed. Exceptions: Psychiatric-Mental Health students may count therapy visit types, both group and individual.

If a student is out of clinical for more than 14 consecutive days, the Clinical Director will be notified by the student. For absences of fewer than 14 days, a student should work with their RCF to review and revise their clinical plan. A student must maintain communication with the RCF regarding absences during clinicals.

Nurse-Midwifery Required MSN and PGC Clinical Experiences

Students attending Clinical Bound and beginning clinical courses in 2024 or BEFORE

Minimum number of clinical hours per week:

- 20 hr/week in NM712-715
- 30 hr/week in NM716

Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER

Minimum number of clinical hours per week:

- 20 hr/week in NM751
- 28 hr/week in NM752
- 24 hr/week in NM753

Maximum number of clinic/office hours per week: 40 hours dependent upon call schedule.
Please meet with your RCF to discuss any proposed exceptions.

- 10 preconception care visits
- 30 new antepartum visits
- 140 return antepartum visits
- 40 labor management experiences
- 40 births
- 40 newborn assessments
- 20 breastfeeding support visits
- 40 postpartum visits (2 hours to 13 days)
- 30 postpartum visits (2 to 8 weeks)
- 40 primary care visits
- 30 family planning visits
- 35 non-postpartum gynecologic visits
- 15 perimenopausal/postmenopausal visits

Sleep, Rest, and Safety Policy for Nurse-Midwifery Students

Clinicians and students are frequently required to be on call or on duty for prolonged periods; the following guidelines will help minimize sleep deprivation. Some flexibility to these guidelines can be applied if a birth is imminent.

In accordance with guidelines from ACNM and ACOG:

1. Students should take a rest break of at least 4 hours following 16 hours of active work.
2. Students should arrive at the clinical rotation rested and with a minimum of 4 hours of sleep following a night call or night shift.
3. There is no restriction of "on-call" time for low volume sites where the student will often sleep through the night, so long as other guidelines are followed. However, active patient care should not exceed 40 hours per week averaged over a 4-week period.
4. Following a long work shift, a brief rest period or short nap is recommended before attempting to drive home.

Women's Health Care Nurse Practitioner Required MSN and PGC Clinical Experiences

Students attending Clinical Bound and beginning clinical courses in 2024 or BEFORE::

- 20 hr/week in WH712-715
- 30 hr/week in WH716

Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER

Minimum number of clinical hours per week:

- 20 hr/week in WH751
- 28 hr/week in WH752
- 24 hr/week in WH753

Maximum number of clinic/office hours per week: 40

*Please meet with your RCF to discuss any proposed exceptions.

- 30 new antepartum visits
- 120 return antepartum visits
- 25 postpartum visits (< 8 wks)
- 300 gynecologic care visits
- 25 post/perimenopausal visits
- 100 primary care visits

Family Nurse Practitioner Required MSN and PGC Clinical Experiences

Students attending Clinical Bound and beginning clinical courses in 2024 or BEFORE k:

- 20 hr/week in FNP712-715
- 30 hr/week in FNP716

Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER

Minimum number of clinical hours per week:

- 20 hr/week in FNP751
- 28 hr/week in FNP752
- 24 hr/week in FNP753

Maximum number of clinic/office hours per week: 40

*Please meet with your RCF to discuss any proposed exceptions.

- 10 Newborn exams
- 20 One month to 5 years well exams
- 20 One month to 5 years episodic exams
- 20 6 to 12 years well exams
- 20 6 to 12 years episodic exams
- 20 13 to 19 years well exams
- 20 13 to 19 years episodic exams
- 150 Adult episodic or wellness care
- 100 Chronic illness care (age <65)
- 50 Geriatric episodic or wellness care (age >65)
- 70 Geriatric chronic illness care (age >65)

- 20 Gynecologic visits to include wellness or episodic care (Must include 10 Speculum/bi-manual exams)
- 20 Antepartum visits (new or returning)
- 20 Mental health visits
- 10 Men's health visits

Psych-Mental Health Nurse Practitioner Required MSN and PGC Clinical Experiences

Students attending Clinical Bound and beginning clinical courses in 2024 or BEFORE:

- 20 hr/week in MH712-715
- 30 hr/week in MH716

Students attending Clinical Bound and beginning clinical courses in 2025 OR LATER

Minimum number of clinical hours per week:

- 20 hr/week in MH751
- 28 hr/week in MH752
- 24 hr/week in MH753

Maximum number of clinic/office hours per week: 40

*Please meet with your RCF to discuss any proposed exceptions.

- 50 Child or adolescent visits
- 50 Adult visits
- 20 Geriatric visits
- 20 Acute/Crisis Care Management
- 300 Medication Management
- 50 Substance Use Disorder Management
- 20 Psychotherapy sessions

MSN and PGC Clinical Problem Resolution

FNU has a well-defined clinical problem resolution pathway available to students and preceptors. The tools in the problem resolution process are the Problem Identification Sheet, the Learning Plan, and the Performance Plan. The Regional Clinical Faculty (RCF) is to be notified of any identified clinical problems. The Daily and Monthly Developmental Assessment Tools (DDATs and MDATs) should reflect the preceptor's and/or the students' concerns.

A student must continue to attend clinical while the process of problem resolution takes place unless suspended from clinical. Any student involved in the process who fails to be present for a clinical session, without the express written permission of the RCF, may be suspended from FNU.

In the event that either the preceptor or the RCF has determined that appropriate student progress is not occurring, or that appropriate supervision cannot take place within the current site, a student may be required to relocate to a site designated by the RCF/Clinical Director. Such relocation will be at the student's expense and is not optional. In order to graduate, students must be able to fulfill the clinical requirements of FNU and demonstrate safe and competent care.

MSN and PGC Clinical Site Changes

It is the responsibility of the (RCF), in consultation with the Clinical Director, to determine that a site meets the student's clinical needs. Individual student needs and site concerns may occasionally require a change in clinical sites. A student may also need to use more than one site to either meet the clinical experience requirements or to experience a variety of clinical situations. Where the volume of clients will not allow the required numbers to be attained in a reasonable period of time, the student will be expected to use more than one clinical site. This may require relocating from the student's community and possibly out of state. Students who need to change a clinical site must do so in consultation with the RCF in the region in which they currently reside. A student should not contact an RCF from another area of the country, nor should a student contact sites without first discussing this with the RCF and Clinical Director.

Clinical Site Requirements Prior to Beginning the MSN and PGC Clinical Practicum

Each student will have chosen a clinical site and will have obtained site approval from the RCF prior to registration for Clinical Bound. Students may not complete MSN or PGC clinical rotations in sites owned or administered by a family member, member of the household, or at sites where they have a stake in ownership. MSN and PGC students may not have a family member serve as a preceptor.

After the site has accepted the student, an Affiliation Agreement must be completed between FNU and the clinical site. No student may begin his or her clinical experience until FNU receives a signed Affiliation Agreement, verification the clinical site maintains professional liability insurance with acceptable limits, the preceptor has been fully credentialed, and the Pre-Clinical Site Visit has been scheduled/made if required. The student must be cleared by Clinical Credentialing and receive final approval to attend a clinical site by the RCF. Each student must meet both FNU and individual site requirements as determined by the contract between FNU and the site. **Starting clinical prior to the completion of site and/or preceptor credentialing is considered grounds for dismissal.** Affiliation agreements should be directed to Clinical Credentialing services.

Midwifery students who desire to use out of hospital clinical sites during the clinical practicum should discuss this plan with their Regional Clinical Faculty and Clinical Director. Birth centers must meet FNU credentialing criteria and be nationally accredited by the Commission for Accreditation of Birth Centers (CABC) to be eligible for use during the clinical practicum.

Clinical Rotation Fees

FNU evaluates clinical rotation fees charged by a clinical site on an individual basis. If deemed appropriate, the university pays the rotation fee once the site provides an invoice to the university. FNU does not pay for preceptor-finding services, preceptor-for-hire services, rotation fees without an invoice, materials or supplies shipped to the site in lieu of payment, or cash payments made to sites.

Clinical Rotations at Home Birth Clinical Sites

Home birth sites may be utilized for clinical practicum if all FNU credentialing requirements are met, including malpractice insurance. Home birth sites that provide multiple gestation or breech births are ineligible. Ineligible home birth practices may not be used for any portion of the clinical practicum, including non-birth experiences, by any FNU students. Home birth practices are reviewed and approved by the Clinical Director and the Director of Clinical Credentialing prior to the clinical practicum. Home birth sites that provide TOLAC/VBAC services may be approved for clinical practicum if the preceptor and student sign the Vaginal Birth After Cesarean (VBAC) Ineligible Home and Birth Center Experience Attestation.

FNU students cannot function in the capacity of a birth assistant at births that occur in the student's clinical site. All labors and births in the clinical experience must be attended by the CNM, student and a third person acting in the role of birth assistant. CFNP, PMHNP, and CWHNP students are not permitted to attend births as part of their clinical experience.

MSN and PGC Clinical Rotations at Birth Center Sites Offering Birth Center Trial of Labor after Cesarean Services

Students in a clinical rotation at a Commision for the Accreditation of Birth Centers (CABC) accredited birth centers offering trial of labor after cesarean (TOLAC) services or birth center TOLAC services may not provide pregnancy-related care in the birth center to any pregnant client who has had a prior cesarean section and is planning a TOLAC in an out of hospital setting. This prohibits visits or care during the antepartum, intrapartum or postpartum period and prohibits care of the newborn of a vaginal birth after cesarean (VBAC) client.

Trial of Labor After Cesarean (TOLAC) Services Attestation for Out of Hospital (OOH) Sites

All students planning clinical rotations at a homebirth or CABC accredited birth center site are required to sign an attestation of their understanding of OOH TOLAC policies prior to beginning their clinical rotation with that site. Any preceptors working in an out of hospital birth site are required to attest to their understanding of this policy. Violation of this policy may result in student dismissal from the University and ineligibility of the site for any future FNU student experiences.

Home Visits Not Related to Pregnancy, Birth, or Postpartum

Students can attend clinical experiences in a patient's home if the home visits are an extension of an already eligible, credentialed clinical practice and preceptor associated with a student's plan. Visits other than primary care visits are ineligible and may not be used for any portion of the clinical practicum by any FNU students. Home visits are reviewed and approved by the Clinical Director and the Director of Clinical Credentialing prior to the clinical practicum.

The MSN and PGC Clinical Site Visit

The RCF evaluates student performance at the Clinical Site Visit. During the Clinical Site Visit, the student must be able to demonstrate to the preceptor(s) and the RCF integration of didactic and clinical knowledge/skills and application in the student's area of specialty. The student should be able to demonstrate safe care for clients as appropriate to their progress in the program.

One Clinical Site Visit is conducted for each student. Additional Clinical Site Visits may be made depending on the student and/or site needs. Both students and preceptors will have an opportunity to provide a written evaluation of the Clinical Site Visit.

MSN and PGC Clinical Supervision

Preceptors guide and supervise the students as they meet clinical objectives and become safe entry-level practitioners. The level of supervision should be adjusted to the student's developmental level. FNU offers The Gift of Precepting as a preceptor training course for guidance. The Regional Clinical Faculty (RCF) may also provide guidance when tailoring supervision to student development. Preceptor orientation includes The Gift of Precepting course and the FNU preceptor guide to become thoroughly familiar with the FNU philosophy, mission, and curriculum.

Preceptors

Preceptors are certified nurse-midwives, nurse practitioners, or other health care providers with appropriate degrees and national certification for their scope of practice and population focus. Qualifications for Preceptors include the following:

- A valid, unencumbered U.S. license to practice
- One year of relevant experience in the advanced practice/medical role
- Master's Degree or higher in nursing related field
- MDs and DOs (clinical time % based upon program) CNM preceptors may be approved without a Master's degree

Preceptors not meeting the above requirements may be approved by the program's Clinical Director in collaboration with the Department Chair and Director of Clinical Credentialing.

Nurse-Midwifery Students

- Nurse-midwifery students will generally be allowed to use no more than four clinical sites for their direct clinical experiences unless approved by RCF. A clinical site may have multiple locations that count as one site, for clarification please reach out to your RCF or Clinical Credentialing Coordinator.
- Nurse-midwifery students may participate in telehealth visits and must meet all board of nursing licensure requirements in the state where the patient resides.
    - No more than 20% of program clinical hours may be telehealth visits.

    - No more than 30% of each clinical visit type can be performed via telehealth (excluding birth and labor management).
- CNEP students may perform up to 20% of total clinical hours with an approved MD or DO. This may include a maximum of 8 births.
- In accordance with the Accreditation Commission for Midwifery Education (ACME), Nurse-midwifery students must have in-the-room FNU-credentialed NP, CNM, CM, or Board-certified MD or DO supervision for all procedures, births, and suturing.
- Suitable sites for nurse-midwifery students include, but are not limited to:
    - FNU eligible birth centers
    - Hospital maternity units
    - FNU approved Home birth settings
    - Women's health practices
    - Community health centers
    - Public health department
    - Family practice offices
- The primary preceptor for nurse-midwifery students must be a Certified Nurse-Midwife. Additional preceptors for nurse-midwifery clinical courses may include licensed/certified health professionals of the following types:
    - Certified Nurse-Midwives or Certified Midwives (CMs)
    - Family Nurse Practitioners (FNPs)
    - Women's Health Care Nurse Practitioners (WHNPs)
    - American Board of Obstetrics and Gynecology certified Allopathic physicians (MDs)
    - American Osteopathic Association board certified in OB/GYN Osteopathic physicians (DOs)

Women's Health Care Nurse Practitioner Students

- Women's Health Nurse Practitioner students must have in-the-room FNU-credentialed NP, CNM, CM, or MD or DO supervision for all procedures, and suturing.
- Women's Health Nurse Practitioner students will generally be allowed to use no more than three separate clinical sites for their direct clinical experiences. Clinical observation may be arranged for specialty sites but will not count towards the nurse practitioner student's total clinical hours.
- Women's Health Care Nurse Practitioner students may participate in telehealth visits and must meet all board of nursing licensure requirements in the state where the patient resides.
    - No more than 20% of program clinical hours may be telehealth visits.
    - No more than 30% of each clinical visit type can be performed via telehealth.
- Women's Health Nurse Practitioner students may spend up to a total of 20% of the clinical practicum hours with an MD or DO physician preceptor.
- Clinical experiences that are supervised by an MD or DO will be counted towards the required number of patient visits for the nurse practitioner student.
- Suitable sites for women's health nurse practitioner students include, but are not limited to:
    - Community health centers
    - Public health departments
    - WH/OB GYN/Midwifery practice
- The primary preceptor for Women's Health Nurse Practitioner students should be a Women's Health Nurse Practitioner. Additional preceptors for Women's Health nurse practitioner clinical courses may include licensed/certified health professionals of the following types:
    - Certified Nurse-Midwives or Certified Midwives (CMs)
    - Family Nurse Practitioners (FNPs)
    - Women's Health Care Nurse Practitioners (WHNPs)
    - Allopathic physicians (MDs)
    - Osteopathic physicians (DOs)
- Client encounters for CWHNP students include sexual and reproductive healthcare for all individuals across the spectrum of identity, including lesbians, bisexual, queer, and heterosexual women, transgender women, people who identify as gender neutral or nonbinary, and people on the transmasculine spectrum. The CWHNP program curriculum prepares the student to provide sexual and reproductive health promotion/disease prevention education, counseling, assessment, diagnosis, and management of common sexual and reproductive health problems, inclusive of all gender identities.

Family Nurse Practitioner Students

- Nurse practitioner students are allowed to use up to four separate clinical sites for their direct clinical experiences. Family Nurse Practitioner students may participate in telehealth visits
    - Students must meet all Board of Nursing licensure requirements in the state where the patient resides.
    - At most 10% of program clinical hours may be telehealth visits.
    - 10% of each population-focused visit can be performed via telehealth.
    - Students must be in the same clinical office location as their preceptors during telehealth visits.
- CFNP students may spend up to a total of 40% of the clinical practicum hours with an MD, DO, or physician assistant.
- Physician Assistants are approved for FNP students and must be certified by the National Commission on Certification of Physician Assistants. (Clinical time % is based upon program)
- Suitable primary care sites include, but are not limited to:
    - Community health centers
    - Public health departments
    - Family practice offices
    - Internal medicine offices
    - Pediatrics
    - WH/OBGYN/Midwifery
    - Geriatrics
    - Specialty sites (sites pertinent to the FNP scope of practice and for no more than 20% of total clinical time):
        - Convenient Care/Fast Track ED, Neurology, Cardiology, Endocrinology, Pulmonology, Dermatology, Gastroenterology, Mental Health, Orthopedics (adult), Nephrology, Rheumatology, ENT, and Urology, and Hospice/Palliative Care are the only approved specialty sites.
        - No more than one specialty rotation may be completed during the clinical practicum.
        - Specialty sites may be approved as the final clinical rotation once the student has demonstrated satisfactory progress in primary care rotations.

Psychiatric Mental Health Nurse Practitioner Students

- Nurse practitioner students will generally be allowed to use no more than four separate clinical sites for their direct clinical experiences. Clinical observation may be arranged for additional sites but will not count towards the nurse practitioner student's total clinical hours and must be approved by credentialing, RCF, and Clinical Director.
- Psychiatric Mental Health Nurse Practitioner students may participate in telehealth visits and must meet all board of nursing licensure requirements in the state where the patient resides.
    - Students may see children, adolescents, adults, or older adults via telehealth. Examples of telehealth visits include initial evaluations, follow-up visits, and psychotherapy visits.
    - MSN students may complete up to 405 telehealth clinical hours.
    - PGC students may complete up to 500 telehealth clinical hours.
    - Students attending Clinical Bound and beginning clinical courses in **2025 OR LATER**:
        - MSN students may complete up to 450 telehealth clinical hours.
        - PGC students may complete up to 450 telehealth clinical hours.
- Suitable psychiatric mental health sites include but are not limited to:
    - Community Mental Health Centers
    - Intensive Outpatient Programs
    - Substance Abuse treatment centers
    - Private psychiatric offices
    - Crisis centers
    - Inpatient psychiatric units
    - Integrated Behavioral Health in Primary care
    - Long-term Care Facilities

  Preceptors for these rotations include licensed/certified PMH professionals of the following types (must be at least Master's prepared):
    - Psychiatric Mental Health Nurse Practitioners
    - PMHCNS with prescriptive authority

- Psychiatrists (no limit on the amount of time allowed with MD/DO) *
- Other: Licensed master's prepared therapy providers. *A student may spend a maximum of 135 hours with a therapy provider.

Preceptor Honorarium

FNU offers an honorarium to clinical preceptors in appreciation for working with clinical students. The payment amount is based on the program and number of hours the preceptor spends with a student.

Signed Declaration of Safety (DOS).

Developmental Assessment Tools (DATs) & Monthly Developmental Assessment Tools (MDATs) for the MSN and PGC

The Clinical Practicum is evaluated through FNU's Daily and Monthly Developmental Assessment Tools (DATs). The DATs are designed to evaluate application of theory to practice, safe psychomotor skills, and appropriate professional conduct. The student self-evaluates and is evaluated by the preceptor(s). Students are expected to demonstrate through their evaluations continual progress toward the provision of safe, independent care. The Daily DATs (DDATs) are specifically designed to encourage the student to reflect on her/his learning.

FNU is highly invested in the formative evaluation process for students in clinical. Clinical evaluation is a very important process requiring timely, written, and objective documentation. This means:

- Each clinical session should start with a review of the student's goals for the day and the preceptor's expectations for that clinical session. This should be followed by a selection of appropriate clients for the student's care.
- At the end of each day (and after each birth, for CNEP students) the preceptor and student should conference to review the experience, complete the DDAT, and formulate a plan for the next clinical session.
- Should any questions arise about the content of any clinical activity, the student and/or preceptor should refer to specific clinical behaviors within the Monthly Developmental Assessment Tool (MDAT).
- Each month the student and preceptor will complete the MDAT to determine at what stage the student is in each area of assessment. By the end of clinical, the student should have met the criteria in all levels.

MSN and PGC Limitations During Clinical

Students are welcome to observe advanced practice skills, but risk management prohibits students from performing these skills. Certain procedures are beyond the scope of an entry-level nurse-midwifery or nurse practitioner program.

Students must not perform the following advanced practice procedures even if they have previously performed these skills. These include but are not limited to:

1. Vacuum-assisted deliveries.
2. Ultrasound.
3. Colposcopy.
4. Repair of fourth degree perineal lacerations.
5. Circumcisions.
6. First assisting at cesarean section or other major surgery.
7. Repair of facial lacerations and/or suturing of hand lacerations.
8. Joint aspirations /injections
9. Any procedure that requires advanced or specialized training that has not been undertaken as part of the FNU program.

These skills may not be part of the student's clinical experience due to liability issues. Students should review the Clinical Supervision Policy to identify experiences requiring direct preceptor supervision. Nurse practitioner students should contact their Regional Clinical Faculty prior to performing any procedures not taught during Clinical Bound.

An FNU student cannot be present at out of hospital Vaginal Birth after Cesarean (VBAC), multiple gestation or breech birth.

Malpractice Coverage for MSN and PGC students

FNU provides professional liability (malpractice) insurance for clinical students during the clinical practicum.

Coverage ends once the student completes clinical courses and graduates from FNU. In order to ensure that proper risk management is carried out during the Clinical Practicum, the student may not:

- Obtain clinical experiences at any site unless the site has been cleared by Credentialing and the RCF.
- Participate in clinical care as a student in any setting, in other than a clearly defined observational role, with anyone who does not have malpractice insurance and an Affiliation Agreement with FNU. For example, the student may care for laboring women in a hospital with a CNM who has an Affiliation Agreement with FNU and malpractice insurance for that hospital setting. The student may not attend home births with that CNM if the CNM does not have malpractice insurance for the home birth portion of her practice.
- Attending clinical at place of employment- refer to the **Working During the MSN and PGC Clinical Practicum section of this Catalog.**
- ~~Work as a nurse, nurse-midwife, or nurse practitioner in the same unit, office, or clinic where the student is in clinical as an FNU student. There is an obvious challenge to the student in terms of role transition, and this blending of roles puts FNU at risk in terms of liability.~~
- ~~Work in any capacity requiring client care in a birth center or home birth practice while a student is having clinical experience in that practice.~~

Once a student has completed all graduation requirements, they are no longer covered by FNU's liability insurance. No further clinical experiences may be obtained as an FNU student.

The Regional Clinical Faculty or Clinical Director should be contacted if a student has any questions about these requirements.

MSN and PGC Pre-clinical Orientation Meeting with Preceptor

Before beginning the Clinical Practicum, the student will schedule a pre-clinical orientation meeting with the preceptor(s). During this conference, the student and preceptor(s) should discuss the following:

1. The student's background, skills (developmental level as reviewed at Clinical Bound), and areas identified as needing special attention. The need for an orientation period. Students need to observe the clinic and other appropriate clinical areas to become oriented to the clinical setting. The length of this orientation will vary depending on the student's familiarity with the setting.
2. Dress requirements in this practice. Students are required to wear their FNU picture IDs at all times.
3. The mechanism by which the student should communicate with the preceptor should illness or emergency necessitate a missed clinical day.
4. The practice guidelines/protocols for the nurse-midwifery or nurse practitioner service. If possible, each student should receive a copy of the practice guidelines/protocols.
5. The student's clinical schedule and the needs of the site. This should include a review of the requirements during the Clinical Practicum. The preceptor should review the student's Clinical Practicum timeline at this meeting.
6. The beginning clinical assignment should be discussed.
    a. CNEP students are encouraged to begin their clinical experience in antepartum or women's health with one preceptor.
    b. CFNP students may begin clinical in women's health, pediatrics, or family practice.
    c. CFNP students may not begin clinical in a specialty site.
    d. CWHNP students may begin their clinical in obstetrics, gynecology, or primary care.
7. The preceptor should clarify the expectations regarding physician and other consultations. Any special considerations in dealing with hospital, office, or clinic personnel or with clients, and any expectations for attendance at staff meetings, case review, grand rounds, or other department functions should be discussed.
8. Any concerns that either the student or preceptor may have regarding the clinical experience.
9. Timely completion of the Daily and Monthly Developmental Assessment Tools (DATs) each day. The student and preceptor should formulate a workable schedule so that the daily DATs can be completed and discussed immediately following each clinical session and the monthly DATs each month.
10. Communication with the Regional Clinical Faculty (RCF). The student should remind the preceptor that the RCF will be contacting the preceptor every month and the student every 2 weeks. Discuss the importance

of regular communication between the RCF and preceptor and the importance of this in the student's educational process.

Professional Attributes and Behaviors Expected of Students during the MSN and PGC Clinical Practicum

Timeliness: Students are expected to comply with the clinical schedule, contact the preceptor if a change in the schedule, such as late arrival or absence, is necessary, and stay throughout the clinical session.

Ethical Practice: Students are expected to provide care without discrimination regarding such features as age, gender, race, ethnicity, religion, lifestyle, socioeconomic status, sexual orientation, disability, or nature of health problem.

Confidential Communication: Students are expected to maintain and handle client records in accordance with legal and privacy standards.

Professional Competencies: Students are expected to maintain licensure and certifications (e.g., basic life support, neonatal resuscitation, etc.) related to professional scope of work, knowledge, and skills.

Commitment to Evidence-Based Clinical Decision-Making: Students are expected to support management plans with current evidence from the professional literature.

Self-Assessment: Students are expected to reflect on clinical experiences, including issues or problems encountered, and to recognize accomplishments and continued educational needs.

Preparedness: Students are expected to prepare for anticipated client needs but remain flexible in response to emerging priorities.

Appearance: Students are expected to wear professional attire that is congruent with the practice setting and to be well groomed at all times. Students are required to wear their FNU picture IDs at all times. The only jewelry items that may be worn in the clinical setting are a watch, a wedding band, and small earrings (maximum two per ear). Other visible body piercings will not be allowed in the clinical area.

Effective Communication: Students are expected to communicate with clients in a manner that conveys interest, respect, and concern; use reasonable measures to ensure appropriate communication if language barriers exist; write legibly on medical records; use words and titles that convey dignity and respect; and ask questions to seek clarification.
Adapted from the University of Michigan Nurse-Midwifery Program

Regular and Timely Communication with the RCF for MSN and PGC Students

While enrolled in clinical courses, students will communicate at least biweekly with their assigned Regional Clinical Faculty. Professional behavior is expected in all communication and must adhere to the FNU Communication Policy. In the case of an urgent clinical incident when the RCF is unavailable, the student should contact the Clinical Director. If the Clinical Director is unavailable, the student should contact the Department Chair.

Risk Management and Incident Report Procedure for MSN and PGC Students

Any incident occurring in the clinical setting should be brought to the attention of the Regional Clinical Faculty (RCF) immediately. If the RCF is not available, the appropriate Clinical Director is to be contacted. The student should not discuss the incident with anyone except the preceptor prior to having spoken with their RCF unless required by legal authorities.

Do not write any description of the incident or refer to the incident in an email, text, forum, social media posting or course assignment.

- If directed by the RCF, the student is to complete the Incident Report Form. The RCF will direct the student to the location of the form on the FNU Portal. Statements on the Incident Report should be strictly factual.
- When the Incident Report Form is completed, send it via frontier.edu email address to the Clinical Director. The Clinical Director will review the incident with the appropriate Department Chair and forward it after review to the President of the Frontier Nursing University.
- The student should not discuss the incident with other students or faculty. Students are further advised to avoid making statements while in a highly emotional state. If the student or preceptor has a question about whether an incident merits reporting, they should contact the RCF or Clinical Director for guidance.

Working During the MSN and PGC Clinical Practicum

~~In order to gain the maximum benefit from the clinical experience, students are advised not to work during the Clinical Practicum. When FNU students are in clinical, they are specifically prohibited from working in any capacity in the clinical site. Students must not work as a nurse, nurse-midwife, or nurse practitioner in the same unit, office, or clinic where they are in clinical as an FNU student. The Clinical Director or RCF should be consulted if there are any questions about this policy.~~

~~When working as a nurse or advanced practice nurse in any setting, it is the student's responsibility to practice within the scope of the current nursing license. A student must not assume any additional responsibilities in their place of employment based on the additional advanced knowledge gained from FNU study.~~ Students must refer to their course syllabus and program guidelines to determine if their program allows clinical hours to be completed at their place of employment. Completion of clinical hours at a student's place of employment is also contingent upon the employment policy at the facility.

Students are required to maintain strict separation between their employment role and their student role. At no time may a student "crossover" between these roles. Examples of role crossover include, but are not limited to:
• Performing clinical activities as a nurse or nurse practitioner while functioning in the student role, or
• Engaging in student learning activities while being compensated as an employee.

Students are expected to perform only those clinical activities appropriate to their current scope of practice and the expectations of their academic program. Students must notify their Clinical Director with any questions regarding this policy or for clarification prior to beginning clinical hours.

Failure to adhere to this policy may result in disciplinary action, up to and including removal from the clinical placement.

International MSN and PGC Clinical Sites

Due to regulatory, credentialing, workload, and financial considerations, students enrolled in the MSN or PGC clinical courses are required to complete all clinical requirements within the continental United States (US) and the Hawaiian Islands. MSN and PGC students may contact their Clinical Director for further clarification of this policy. The US territories which include Guam, US Virgin Islands, Puerto Rico, and US military bases not located in the continental US are considered international sites and will not be approved for MSN or PGC students.

Banyan Tree Policies

Banyan Tree User Agreement

- **Welcome!** Welcome to Frontier Nursing University, Inc. ("FNU") Banyan Tree Web Portal! The Banyan Tree is one important way that we at the School communicate and share information over long distances. Through the Banyan Tree, you can meet fellow students, ask questions, contact instructors, prepare for upcoming events, and access educational materials and applications.

- **Our Rules.** For our web portal to function at its best, we have certain terms and conditions that govern our site.

- **Updates and Amendments.** We may update and amend this User Agreement at any time by posting the modified version of the User Agreement on this site. The modified version of this User Agreement will automatically become effective with respect to you 10 days after it is first posted on the site. Your continued use of this site 10 days after the updated and/or amended User Agreement has been posted or at any time after you have received notice of the updating or amending of the Agreement means you agree to be legally bound by the User Agreement as modified. This Agreement was last modified as of Oct.11, 2005.

- **Eligibility.** The Banyan Tree web portal has some areas that are accessible by the general public and other areas that are accessible only by an Authorized User. An Authorized User includes only students, faculty, and other employees and agents of FNU. If you are not an Authorized User, you are not authorized to access or use the restricted portions of the site.

- **Privacy.** Our privacy policy is set forth in full at **http://www.midwives.org/forms/privacypolicy.asp** and is incorporated into and made a part of this Agreement.

- **Information; Site Availability.** The Banyan Tree contains some material supplied by us and other material supplied by third parties. We make no representation or warranty with respect to the material provided by others. With respect to the material supplied by us, we endeavor to keep such material current and accurate, however, due to the inevitability of human and computer error, we make no representation or warranty with respect to the accuracy, completeness, or timeliness of information on the site supplied by us. To the extent you note an error on the site that is of substance, we would appreciate notice from you to the contact person noted in paragraph 14 below so that we can take prompt action to correct any such errors. Due to the ever-evolving state of our distance learning program, we may change, suspend, or eliminate all or any aspect of this site at any time, including the availability of any feature or data, without notice or liability to you, if we deem it appropriate or advisable to do so.

- **Dealings with Advertisers and Third Parties.** Your dealings or correspondence with advertisers or third parties featured on or linked to this site, including the purchase of and payment for goods and services, and any understandings and representations associated with such dealings are solely between you and the advertisers and/or third parties. You agree that we are not responsible or liable for any loss incurred by you that results from your dealings with such advertisers or third parties, or the presence of advertisers or third parties on our site.

- **System Integrity.** You agree to not use any software, scheme, or device to interfere or attempt to interfere with the proper working of the Banyan Tree portal. You agree not to disclose or share your password with any third parties or using your password for any unauthorized purpose. You agree to take reasonable precautions against the inadvertent disclosure of your password, including those suggested in the Banyan Tree 101 (BT101) materials. Finally, you agree to use the Banyan Tree portal only for authorized purposes. The only purpose for which the Banyan Tree is authorized for use is the furtherance of the education of the students of FNU and the providing of educational services by FNU, all in accordance with the policies of FNU. Any use of the Banyan Tree contrary to the policies of FNU is prohibited.

- **Copyright and Use of Materials.** The information and materials on this web site are protected under United States copyright laws and worldwide copyright laws and treaty provisions and are owned by FNU or other third parties. You may download a copy of any of the materials on this site for personal, non-commercial

use, provided you do not delete or change any copyright or trademark notice. You must obtain the permission of FNU, and in some cases, other third parties, to make any other use of the materials. In no case may you create any kind of hyperlink to or framing of this site without the prior written consent of FNU.

- **Trademarks.** "Frontier School of Midwifery and Family Nursing"," Frontier Nursing University," "Frontier Nursing Service," "CNEP," "CFNP," "CWHNP," "Mary Breckinridge" and "Banyan Tree" (among other marks) are all service marks of FNU.

- **NO WARRANTY.** YOU AGREE THAT YOU USE THIS WEB SITE AT YOUR OWN RISK. WE HAVE TAKEN COMMERCIALLY REASONABLE STEPS TO PROVIDE A SECURE AND EFFECTIVE WEB SITE; HOWEVER, WE ARE SOMETIMES AT THE MERCY OF THIRD PARTIES, ACTS OF NATURE AND/OR UNPREDICTABLE TECHNOLOGY. THEREFORE, WE DO NOT GUARANTEE CONTINUOUS, UNINTERRUPTED OR SECURE ACCESS TO OUR SITE. FURTHER, WE [AND OUR SUPPLIERS] PROVIDE THE BANYAN TREE WEB SITE AND OUR SERVICES AND PRODUCTS "AS IS" AND WITHOUT ANY WARRANTY OR CONDITION, EXPRESS OR IMPLIED, UNLESS OTHERWISE NOTED. [OUR SUPPLIERS MAY MAKE SOME EXPRESS WARRANTIES WITH RESPECT TO THEIR PRODUCTS OR SERVICES, AND TO THE EXTENT THOSE EXIST, SUCH SUPPLIERS WILL SEPARATELY PROVIDE THOSE WARRANTIES TO YOU [IN WRITING] OR NOTE THEM ON THIS SITE.] WE [AND OUR SUPPLIERS] SPECIFICALLY DISCLAIM THE IMPLIED WARRANTIES OF TITLE, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT WITH RESPECT TO THIS SITE [AND ANY GOODS OR SERVICES OFFERED OR SOLD THROUGH THIS SITE.] Some states do not allow the disclaimer of implied warranties, so the foregoing disclaimer may not apply to you. Check your local laws for any restrictions or limitations regarding the exclusion of implied warranties.

- **LIMIT OF LIABILITY.** YOU AGREE THAT IN NO EVENT WILL WE [OR OUR SUPPLIERS] (OR ANY AFFILIATES, OFFICERS, DIRECTORS OR EMPLOYEES OF THE FOREGOING) BE LIABLE FOR ANY SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES (INCLUDING LOST PROFITS) ARISING OUT OF OR IN CONNECTION WITH YOUR USE OF THIS WEB SITE [OR THE PURCHASE OF GOODS OR SERVICES THROUGH THIS WEB SITE], EVEN IF WE HAVE BEEN ADVISED OF THE POSSIBILITY THAT SUCH DAMAGE WILL OCCUR. FURTHER YOU AGREE THAT NEITHER WE [NOR OUR SUPPLIERS] (OR ANY AFFILIATES, OFFICERS, DIRECTORS OR EMPLOYEES OF THE FOREGOING) WILL BE LIABLE FOR ANY TECHNICAL, HARDWARE OR SOFTWARE FAILURE OF ANY KIND, ANY INTERRUPTION IN THE AVAILABILITY OF OUR SITE, ANY DELAY IN OPERATION OR TRANSMISSION, ANY INCOMPLETE OR GARBLED TRANSMISSION, COMPUTER VIRUS, LOSS OF DATA, OR OTHER SIMILAR LOSS.

- TO THE EXTENT WE MAY HAVE BREACHED ANY TERM OF THIS AGREEMENT, YOU AGREE THAT YOUR ONLY REMEDY IS TO DISCONTINUE USE OF THIS WEB SITE.

- If you are a California resident, you waive California Civil Code § 1592, which says: "A general release does not extend to claims which the creditor does not know or suspect to exist in his favor. At the time of executing the release, which if known by him must have materially affected his settlement with the debtor."

- **Compliance with FNU Rules and Regulations and all Laws.** When using this site, you agree to comply with all FNU rules and regulations as set forth in the FNU Catalog and, in addition, you agree to comply with all applicable laws, statutes, ordinances and regulations regarding your use of this site [and any purchase or sale of goods and/or services through this site].

- **Notices.** If you want to send us a notice in relation to this Agreement, you must send it by email to the following address: **support@frontier.edu**. We may notify you by sending notice to your email address or by mailing you notice by U.S. mail return receipt requested to our most current mailing address that we have for you. You agree that any notices sent by email will be deemed delivered and received 72 hours after being sent. You agree that any notices sent by U.S. mail as provided in this paragraph will be deemed delivered and received three days after the date of mailing.

- **Dispute Resolution.** All disputes arising between the parties concerning the validity, construction or effect of this Agreement, or the rights and obligations created hereunder, shall be brought before a conciliation committee of designated FNU representatives, which committee shall, within two weeks of being informed

of the dispute in writing, recommend an approach for settlement of the dispute between the parties and transmit such recommendation to both parties for due consideration. To the extent such attempt at settlement fails, the parties agree to submit to non-binding mediation at the initiation of either party. The mediator shall be chosen by the agreement of the parties, shall be independent of the parties, and shall have experience in the resolution of commercial disputes. Each party shall pay one-half of the costs of such mediation. To the extent that the dispute remains unresolved following mediation, then you agree that any claim or controversy relating to this Agreement, or this web site will be settled by binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association. You agree that the arbitration will be conducted, and that judgment on the arbitration award may be enforced by any court having proper jurisdiction. You agree that the costs of conducting the arbitration will be divided equally between you and us. Either of us may seek interim or preliminary relief from a court for the purpose of protecting your or our rights pending the completion of the arbitration; provided, however, that you agree that any legal proceedings arising out of or in connection with this Agreement or our site will be brought by you or us in the appropriate state or federal court in [Lexington,] Kentucky.

- **Governing Law.** You agree that this Agreement is governed by the laws of the Commonwealth of Kentucky, excluding any application of conflicts of laws, rules or principles. You agree that the sole jurisdiction and venue for any litigation arising from your use of [or purchase of products or services through,] our site shall be an appropriate federal or state court located in Lexington, Kentucky.

- **Offensive, Libelous or Unlawful Messages; Copyright and Other Restrictions on Use of Service.**

    - **No Offensive Content.** You agree that you will not use, or allow others to use your account to post, transmit, promote, or facilitate the distribution of any threatening, abusive, libelous, defamatory, obscene, pornographic, profane, or otherwise objectionable or disruptive information or material of any kind. Objectionable information or material includes, but would not be limited to, sexual comments or images, racial slurs, and comments that would offend a reasonable person on the basis of her or his age, sex, race, sexual orientation, religious or political beliefs, national origin, or disability. You also may not use the Banyan Tree to promote, or influence others to support, your personal political or religious agenda or beliefs or to otherwise disrupt the normal course of business of FNU.

    - **No Illegal Material or Encouragement of Illegal Behavior.** You agree that you will not use, or allow others to use your account to post, transmit, promote, or facilitate the distribution of any unlawful or illegal material, including but not limited to material that would constitute or encourage a criminal offense, give rise to civil liability or otherwise violate any applicable local, state, national or international law. You agree that you will not use this site to commit a crime, or to plan, encourage or help others to commit a crime.

    - **No Violation of Copyright, Trademark or Trade Secret Rights**. You agree that you will not use the site to publish, post, distribute or disseminate another's proprietary information, including but not limited to trademarks, service marks, trade secrets or copyrighted information, without the express authorization of the rights holder.

    - **No "Spamming," Advertisements or Chain Letters.** You agree that you will not use, or allow others to use your account to post, transmit, promote, or facilitate the distribution of any unsolicited advertising (including but not limited to mass or bulk email), promotional materials or other forms of solicitation to other individuals or entities. You will not post or transmit to persons not personally known to you requests for money, petitions for signature, chain letters or letters relating to pyramid schemes. Except as specifically permitted by this site, you will not post or transmit any advertising, promotional materials, or any other form of solicitation. We reserve the right, in our sole discretion, to determine whether such post or transmission constitutes an advertisement, promotional material, or any other form of solicitation.

    - **No "Hacking."** You agree that you will not use or allow others to use your account to unlawfully access other computers or services, or to cause a disruption of service to other online users.

- **No System Disruption.** You may not use or allow others to use your account to cause disruption of the normal use of the Banyan Tree by others, including, without limitation, taking actions intended to crash the site or otherwise slowing or inhibiting the operation of the site.

- **No Impersonation of Others.** You agree that you will not impersonate another user or otherwise falsify another person's username in email or in any post or transmission to any Banyan Tree newsgroup, forum, mailing list or other similar groups or lists.

- **No "Viruses."** You agree that you will not use, nor allow others to use your account to intentionally transmit computer "viruses" or other harmful software programs and that you will use your best efforts to prevent the unintentional transmission of such viruses or other harmful software programs.

FNU Right to Remove

FNU reserves the right not to post any data or materials to, or to remove any data or materials from its site, without notice or liability to you. You agree to release FNU (and all affiliates, and all officers, directors, and employees of FNU and affiliates) from any claims or allegations that may result from such removal. Further, you agree to release FNU (and all affiliates, and all officers, directors and employees of FNU and affiliates) from any liability or cost arising out of any action or inaction of any other user of the site that is in violation of law or of this or other agreements with us. If you are a California resident, you waive California Civil Code § 1592, which says: "A general release does not extend to claims which the creditor does not know or suspect to exist in his favor. At the time of executing the release, which if known by him must have materially affected his settlement with the debtor."

Banyan Tree Privacy Policy

This policy applies with respect to the information that Frontier Nursing University ("FNU") collects and can access from the Banyan Tree Web Site, located at **portal.frontier.edu**, **www.midwives.org**, and **www.frontier.edu** and server. Amendments to this policy will be posted in FNU Catalog and will be effective when posted. Your agreement to the Banyan Tree User Agreement constitutes your agreement to and acceptance of this Privacy Policy.

The Banyan Tree is provided by FNU for two purposes. One is to provide a vehicle through which FNU can deliver to its student's quality distance learning in the field of Midwifery and Family Nursing. The other is to provide certain features that are characteristic of an online community, such as email, chat rooms, and bulletin boards.

INFORMATION COLLECTED

Access to several parts of the Banyan Tree web site is restricted. We collect information from you for the purpose of confirming your identity so that you may have access to the restricted areas of the web site. The information we collect is username, password, and unique biographic data.

USE OF INFORMATION

In general, we will only use the information you provide to us for the purpose of confirming your identity to allow access to restricted parts of the web site and to contact and communicate with you, and to allow faculty and other students contact and communicate with you, in connection with the educational courses and other educational offerings we make available through the Banyan Tree. [We also track use, anonymously, of the various components of the web site and the use of various materials that we have posted, so we can determine the usefulness of that feature or posted item.] We do not sell any of the information provided to us through the Banyan Tree to outside third parties and do not otherwise provide it to third parties.

USE OF IP ADDRESSES

We may use your IP Address to investigate technical and policy issues, as noted above, and to help diagnose problems and to administer online exams.

USE OF COOKIES

When you view our web portal, we might store some information on your computer. This information will be in the form of a "cookie" or similar file. Cookies are small pieces of information stored on your hard drive,

not on our site. Cookies do not spy on you or otherwise invade your privacy, and they cannot invade your hard drive and steal information. Rather, they help you navigate our web portal as easily as possible. We use cookies to prevent you from reentering all your registration data at each connection.

SECURITY

Our site has in place security measures that are consistent with industry standards to protect against the loss, misuse, or alteration of the information under our control. While there is no such thing as "perfect security" on the Internet, we will take reasonable steps to protect against unauthorized access to the Banyan Tree.

PUBLIC FORUMS

The Banyan Tree provides social networking, chat rooms, forums, message boards and/or new groups for use by students, faculty, administrators, and other authorized users of the Banyan Tree. Please remember that any information that is disclosed in these areas becomes public information, and you should have no expectation of privacy with respect to information provided in these venues.

E-MAIL

FNU does not monitor emails. However, FNU reserves the right to access such emails at any time and use the information contained in such emails if such information relates to a violation of FNU policies or of state or federal law.

OTHER WEB SITES LINKS

The Banyan Tree web portal connects to other sites. FNU is not responsible for the privacy practices or content of such web sites, and we recommend that you review each web site's privacy policy before providing any personal information to or through such web portal.

CORRECT UPDATE

You can change or modify information previously provided to FNU through this website. This may be done through the following methods:

Email the information to update to **support@frontier.edu**

Visit the Directory section of the site and follow the appropriate instructions. We will take reasonable steps to change or correct your information in our records.

NO OPT OUT

If you choose to participate in the distance learning program offered by FNU through the Banyan Tree, you may not opt-out of receiving communications from us and from faculty, administrators, students, and others associated with FNU.

Contacting us:

- If you have any questions about this privacy policy, the practices of this site, or your dealings with this web site, you can contact us by **support@frontier.edu.**

Banyan Tree Access

The Banyan Tree is accessible to FNU faculty, staff, preceptors, students, independent contractors, and administration. Each group has differing access to different parts of the Tree.

- Alumni and preceptors have general user access, including email.

Checking E-mail

Students are required to check email at least twice weekly while enrolled. Faculty are required to check email a minimum of three times weekly.

File Naming Standard

All courses require students to submit work electronically, and instructors need to be able to identify submissions by file name. In addition, files with the same name can cause overwriting (deleting) of existing files, which could result in one student's assignment being overwritten by another student's work.

The following file naming standard will be utilized for all student submissions:

FirstName LastName CourseNumber AssignmentName, (For example: Jane Doe PC600 Assign2).

- Use your entire first and last names as they appear in the Canvas gradebook (no nicknames or abbreviations)
- The file naming standard applies to all submissions, regardless of file type (Word document, slide show, pdf, etc.)

Document format: When using Microsoft Word, files are saved in DOCX format. All students and faculty are required to use Microsoft Office 2010 or higher for PCs and 2011 or higher for Word for Mac, which can natively read and write DOCX format. Using a DOCX file format removes the burden of having to manually save the file in a readable format and fully supports all formatting, notations, and embedding of the Office Suite.

Liability, Honor Code, and Privacy

Business email is not considered private property under federal rules of Civil Procedure. An opponent has the right to obtain copies of email pertinent to litigation. All participants should be aware that email messages are potentially open to subpoena in malpractice cases. Cases should be well disguised, so that patients cannot be identified. Patients, preceptors, doctors, nurse-midwives, nurse practitioners, and other health care providers should not be mentioned by name. Discussion of clinical incidents with potential risk management ramifications and significant FNU problems should not take place in Frontier email.

Official Correspondence

The FNU email system must be used for all correspondence with FNU and between FNU members. Outside vendors (e.g., Hotmail, EarthLink, etc.) may not be used. Communications using non-Frontier services cannot be verified by FNU, will not be considered official, and may be discarded.

Technical Support

The Information Technology staff offers technical support for:

- The Banyan Tree portal, forums, chat, and FNU web sites.
- Canvas and testing support for students and faculty.
- Student and faculty frontier.edu email issues.
- Course and project development for faculty working on FNU projects.
- Mobile device support when used to interface with FNU content.
- Password and account access for all university systems.

Computer assistance is available through Knowledgebase, trouble tickets, email, or phone. The IT staff strive to respond to every issue within one business day. When technical support is needed, students should begin by reviewing the Banyan Tree 101 (BT101) course, which contains the answers to many common questions. The Knowledge base system on the portal page contains the answers to many common questions. The student's BT101 instructor is the first person to call for help if the answer cannot be found elsewhere. If the instructor cannot help or is unavailable, a referral may be made to another member of the IT staff. If problems are out of the IT staff's scope of practice, seeking assistance from a local technician will be recommended. Some technical issues may be referred, such as:

- Computer hardware problems ---> Manufacturer or local technician.
- Internet connections ---> Local Internet Service Provider (ISP).
- Printer problems ---> Manufacturer or local technician.
- Issues related to skills not meeting FNU standards ---> Class or tutorial.

Tuition and Fees

Frontier Nursing University is a non-profit. Tuition and fees are maintained at lower levels through gifts of alumni, foundations, corporations, and friends of the Frontier. Tuition rates may change at any time deemed necessary by the FNU Board of Directors.

Tuition Policy and Plan

The tuition billing for each term is calculated as the rate per credit hour multiplied by the number of credits registered. Tuition is currently set at the following rate:

- $705 per credit hour DNP and MSN or PGC specialties: Family Nurse Practitioner, Nurse-midwife, and Women's Health Care Nurse Practitioner
- $755 per credit hour MSN or PGC specialty: Psychiatric Mental Health Care Nurse Practitioner

Billing will be adjusted for any changes to enrollment made during the add / drop period. After add / drop has ended, there will be no adjustments to billing unless the student withdraws from FNU. For more information on withdrawal policies see the sections below entitled "Tuition Refund and Return of Financial Fund Source Policy - Withdraw from FNU" and "Tuition Policy Regarding Re-entry after Withdrawal."

Total Program Costs under Per-Credit Hour Billing

Specialty	Degree	#of Credits	Total Cost
Nurse-Midwifery (CNEP)	MSN	55	$38,775
Nurse-Midwifery (CNEP)	PGC	42	$29,610
Family Nurse Practitioner (CFNP)	MSN	52	$36,660
Family Nurse Practitioner (CFNP)	PGC	39	$27,495
Psych-Mental Health Nurse Practitioner (PMHNP)	MSN	48	$36,240
Psych-Mental Health Nurse Practitioner (PMHNP)	PGC	35	$26,425
Women's Health Care Nurse Practitioner (CWHNP)	MSN	49	$34,545
Women's Health Care Nurse Practitioner (CWHNP)	PGC	36	$25,380
Companion DNP *(available to eligible FNU graduates only)*	DNP	21	$14,805
Post-Master's DNP	DNP	30	$21,150

Fees and Variable Expenses for All Students

All Fees are subject to change without notice

Application Fee* *(non-refundable)*	$50
Enrollment Acceptance Fee* (*non-refundable and non-transferrable)* *(MSN, PGC, and DNP admits)*	$200

Banyan Tree 101 (BT101) Course* *(Only for students taking non-matriculating or Nurse-Midwifery and Women's Health Nurse Practitioner Refresher courses)*	$100
Matriculation Fee *(Only for students enrolling in the MSN/PGC program, DNP program, and MSN Completion))*	$475
Clinical Bound Facility Fee	$420
Clinical Bound Lab Fee	$200
Course Re-Enrollment Fee*	$50 / course
Graduation Fee	$150
Student Resource Fee	$150 / term
Technology Fee	$300 / term
Course Transfer Review Fee* *(non-refundable)*	$100 / course
GAP Analysis Review Fee* *(non-refundable)*	$100 / course
Diploma Replacement, PM-DNP or DNP*	$40
Diploma Replacement, MSN, or PGC*	$30
Transcript Fee*	$10 / transcript
Transfer from One Specialty Track to Another Fee*	$100
Tuition Late Payment*	$150
Late Registration Fee*	$50
Accommodations (shared room with student and meals) for care providers of 6mo old and/or breastfeeding children*	$65 / night**
Early Arrival or Late Departure from Campus (no meals provided)	$52 / night**
Transportation Fee *(payable if student uses transportation provided by FNU to and/or from the Lexington airport and Versailles campus) **	$25

** These fees cannot be paid with financial aid funds.*
***Please note that upon registration for on-campus events, accommodations will have been made for your requested stay. Once students have registered, the nightly fee is non-refundable.*

Fees that can be covered by financial aid include: Matriculation, Clinical Bound Facility, Clinical Bound Lab, Graduation, Student Resource and Technology fees.

All tuition and fees are subject to change without notice.

Estimated Variable Expenses

Computer and software	$2,000
Internet access	$70 / month
Textbooks	$2,500
Travel *(Frontier Bound, Clinical Bound, DNP Frontier Bound)*	$600 per trip

Late Payment Fee

A student owing a balance ten calendar days after the due date for payment of tuition or fees will be invoiced a late payment fee.

Probation Due to Non-Payment Policy

Any student not paying tuition at the time it is due will be put on probation. From the date of probation, the student can no longer submit any coursework, nor can the student take or submit any examinations. The time period during which the student is on probation will be included in their program time frame. Faculty will be notified via email that all grading of the student's work is to stop. A Late Payment Fee will be assessed if the payment is received more than ten calendar days after the due date. Upon full payment of all tuition and fees due, or notification by Financial Aid services that funds have been set to disburse, the student will be reinstated, and faculty will be advised via email to accept the student's work.

From the day the probation occurs, the student will be given up to 60 days to make payment in full. If payment is not made within 60 days of the due date, the student will be dismissed from FNU. An appeal to this dismissal is possible (see **Dismissal from FNU**).

Tuition Discount for FNU Preceptors

CNMs and NPs who have served as preceptors for FNU students within the past 2 years may receive a 10% discount on tuition for individual courses taken as a non-matriculating student (taking courses but not seeking a degree).

Eligible preceptors can contact the Bursar for account adjustments.

Tuition Extensions

An extension of sixty (60) days may be granted to students receiving federal, state or private scholarships or Stafford Loans when they first enter FNU and are in the process of completing the required paperwork.

Tuition Policies Related to Academic Hiatus (non-emergency and emergency)

Ordinarily, an AH will start at the beginning of a term. In this situation, there is no immediate effect on tuition and fees since the previous term will be completed, and the next term's tuition and fees will be assessed when the student returns. However, in the event payment for a term a student is on AH is received it will be refunded to the proper fund source. If a student takes an Emergency Academic Hiatus (EAH) during a term in progress, a withdrawal calculation will be completed to determine the amount the student owes for that term. Necessary adjustments to charges and funds received for that term will be made.

> **Example:**
> A student's Emergency AH is approved on the 18th day of a 75-day term. The student's financial responsibility will be 24% (18 / 75 = 24%) of tuition and applicable fees. FNU is eligible to retain 24% of funds received to pay for tuition and applicable fees. The remaining 76% of funds received are classified as unearned and will be refunded to the proper fund source (lender, VA, student, etc.).

If a student is approved for an Emergency AH on or after the 46th day (>60%) of a term, the student will be responsible for 100% of all charges for the term and will not receive a tuition/fee reduction. It is recommended that students speak with the Financial Aid Services or Bursar prior to requesting an Emergency AH.

A student's financial aid package will be recalculated based on the same proportion as above, in accordance with the Higher Education Amendments of 1998, public law 105-244. Details can be found in the Federal Student Handbook available in Financial Aid Services.

Students have a right to appeal decisions regarding financial transactions. The process begins with the Bursar in Accounting Services.

Tuition for Repeating a Course

If a student must repeat a course for any reason (such as hiatus, withdrawing or failing), the student must repay the tuition for the entire course at the current per-credit-hour rate. The repeated course is billed along with any other courses registered. Students should contact Financial Aid regarding eligibility of financial aid for repeats.

Tuition Rate for Non-Matriculating Students

Non-matriculating students (those taking courses but not seeking a degree) will pay the current per credit hour rate for each course to be registered. Payment must be received before registration can occur. All courses must be started at the beginning of a term. All other policies apply equally to non-matriculating students.

Tuition Refund and Return of Financial Fund Source Policy (Title IV, VA educational benefits, personal payments, and etc.) Upon Withdraw from FNU

The completion of registration contractually obligates the student and the student's benefactors to pay all of the student's tuition and fees for the entire term. However, FNU has established a withdrawal and refund policy so that the School and the student may share the loss equitably when it is necessary for the student to withdraw from FNU. FNU has adopted the federal refund calculation so that all tuition charged to a student's account is directly proportional to the percent of enrollment period attended. Refunds are based on the percentage of time that a student is enrolled up to 60% of the enrollment period. The enrollment period is always one (1) term. The date of the withdrawal from FNU will be determined by the date the student completes the university withdrawal status change form. The withdrawal date for a student who academically walks-away (unofficial withdrawal) will be their last day of academic engagement. Academic engagement is defined as submission of coursework, taking an exam, and/or active participation in an instructional activity such as a lecture, discussion board, or group project, etc.

To determine the percentage of enrollment period (one term) attended, divide the number of calendar days attended by the number of calendar days in the enrollment period (75) and round to the nearest decimal point.

Example:
A student withdraws from FNU on the 18th day of a 75-day term. The student's financial responsibility will be 24% (18/75 = 24%) of tuition and applicable fees. FNU is eligible to retain 24% of funds received to pay for tuition and applicable fees. The remaining 76% of funds received are classified as unearned and will be refunded to the proper fund source (lender, VA, student, etc.)

If a student withdraws from FNU on or after the 46th day (>60%) of the term, the student will be responsible for 100% of all charges for the term and will not receive a tuition/fee reduction. It is recommended that students speak with the Financial Aid Services or Bursar prior to withdrawing.

FNU will return federal funds, as soon as possible but no later than 45 days from the determined date of withdrawal, to the federal fund source in the order as it appears below:

- Unsubsidized Direct Loan

- Direct PLUS Loan

If the result of the refund calculation is an earned credit balance, the credit balance will be paid to the student within 14 days of the refund calculation. If the result of the refund calculation requires FNU to return funds that exceed their portion, the student will be financially obligated.

Withdrawing students who are eligible to receive a post-withdrawal Title IV disbursement will be notified within 30 days from the date of withdrawal determination. Notifications will be delivered via their personal email or USPS mailing address on file. The notification will advise the student the amount of Title IV funds earned, and the student will have 14 calendar days to accept or decline the funds. If the student accepts, funds will be applied to the student ledger paying all eligible charges. If a residual (credit balance) should occur after all eligible fees are paid, the student will receive residual funds via the direct deposit information on file or check.

A student's financial aid package will be recalculated based on the same proportion as above, in accordance with the Higher Education Amendments of 1998, public law 105-244. Details can be found in the Federal Student Handbook available in Financial Aid Services.

Students have a right to appeal decisions regarding financial transactions. The process begins with the Bursar in Accounting Services.

Tuition Policy Regarding Re-entry after Withdrawal

A student entering FNU after having withdrawn must complete the full application process and will be considered as a new applicant. Courses previously taken at FNU will be considered for transfer; however, no transfer fees will be assessed. If admitted, the student will be charged tuition for the credit hours registered at the current tuition rate per credit hour.

Tuition Statements

Tuition Statements are made available to students approximately two weeks prior to the start of the term. Statements are updated at the end of add/drop to reflect any changes. Students will be notified by the Bursar with information about how to access the statements through the student portal. No paper statements are mailed.

Requesting Documentation from the FNU Bursar

If you need a verification of payment from the Bursar, please send a written request via email stating the term (Ex. Spring 2020), the course number(s) and the term the class was completed. You will receive the documentation via email within 5 business days of making the request.

Financial Aid

Additional information about FNU Financial Aid is available at:https://frontier.edu/admissions/financial-aid/.

Federal Direct Unsubsidized Loan

The Federal Direct Unsubsidized Loan is not a need-based loan and currently has a fixed interest rate of 6.6%. Students are responsible for the interest from the day the loan is disbursed. Although students may request that the interest on the Federal Direct Unsubsidized Loan be deferred while enrolled in school and during the six-month grace period, FNU strongly recommends that students make interest payments. Students will find their monthly payments greatly reduced if interest payments are made while enrolled. Principal and interest payments on this loan must be made beginning six months after the student ceases enrollment at FNU.

Federal Graduate PLUS Loan

The Federal Graduate PLUS Loan currently has a fixed interest rate of 7.6%, is a creditworthy loan (can be approved or denied based on credit score) and is not need-based. Students are responsible for the interest from the day the loan is disbursed. Although students may request that the interest on the Federal Graduate PLUS Loan be deferred while enrolled in school. Payment on the Federal Graduate PLUS Loan will be due within 45 days after the student ceases enrollment either by graduation, withdrawal, or Emergency Academic Hiatus (EAH).

Financial Aid Disbursements

Financial aid disbursements are scheduled to be requested from Direct Loans after the add/drop period each term. Students must be meeting Satisfactory Academic Progress (SAP) in order to be considered eligible for federal student loans. Students who are not meeting SAP may be placed on financial aid Warning and possibly Probation losing eligibility to receive federal funds. Please refer to the SAP policy for full details.

Federal funds are received by FNU electronic fund transfer and are applied to student accounts approximately two to three days after receipt of funds. Once funds are on student accounts, tuition and fees are paid, and any eligible residuals are processed and sent to students within 14 business days of receipt of the funds.

Financial Aid during an Academic Hiatus

Students who are approved for an official Academic Hiatus (AH) may have to begin making their student loan payments while on AH. Students should refer to the AH Policy for further information about financial aid during an AH.

Financial Aid Eligibility Guideline for Post-Graduate Certificate Programs

Students enrolled in a post-graduate certificate program that is less than 33 weeks are not eligible for federal financial aid.

Financial Aid Refund Policy

This policy applies to those students who receive loans from the Direct Loan Program as administered by the U.S. Department of Education.

Students who receive federal loans from the U.S. Department of Education and withdraw or take an EAH from their FNU educational program may be required to refund a portion of their student loans received during that term. Students who withdraw or take an EAH on or before the 60 percent (45th day) of completion of the term for which they are enrolled will generally owe a refund. Refunds are determined using the Title IV Refund calculation provided by the U.S. Department of Education. Money is refunded based on those regulations.

Financial Aid Literacy

Students should be aware of all financial aspects during their educational career, not just student loan debt. Students need to be cautious of how certain money blunders or unscrupulous decisions can burden them with debt for many years.

Please see the Financial Aid website (**https://frontier.edu/admissions/financial-aid/**.) for a list of various web sites offering hints, tips, and real-life scenarios on how to make the best financial decisions to assist in paving the road to a more secure financial future. When in doubt, call and talk to your FNU Financial Aid Officer. We are here to help you.

FNU Scholarships

Frontier Nursing University offers scholarship monies to students based on availability and student eligibility. Eligibility is based on the student's academic record, length of time in the program, and the requirements outlined in the scholarships. Scholarships and awards that are typically available to students are available on the Banyan Tree Portal: https://portal.frontier.edu/web/fnu/frontier-scholarships.

External Scholarships and Financial Aid

There are numerous sources of scholarships and financial aid, including federal, state, and local agencies and organizations. Further information about external scholarships and financial aid is available at the **https://frontier.edu/admissions/financial-aid/**.

Preferred Lenders List

Although federal student loans are available to all students who qualify, some students may choose to pursue a loan in addition to, or in lieu of federal student loans. In the event a student is interested in applying for an alternative/private loan, Financial Aid services recommend conducting an internet search to determine the best fit based upon your individual needs.

A few things to know or consider when applying for a personal loan are:

- Does your bank offer private student loans? If not, there are other financial and lending institutions that specialize in private student loans.
- Private student loans are approved, and interest rates are based on the student's credit score. The higher the credit score, the lower the interest rate.
- Private student loans cannot be consolidated with federal student loans.
- Remember that payments are based on the months of repayment (term) of the loan.
- Inquire if the lending agency offers a financial hardship program once you enter repayment.
- Inquire about an early pay-off option, there may or may not be a penalty for early pay-off.

Campus Policies

Badge Requirement

As a part of FNU's commitment to the safety and security of students on campus, students will be required to obtain and visibly display on their person at all times an FNU-issued identification (ID) card, name tag and/or access card. Students will receive a lanyard, neck wallet, or equivalent device upon check-in; that will allow the student to display their identification above the waist on the outermost garment at all times when outside of their housing room. ID cards help create and promote a safe and secure environment by visually identifying students entering campus facilities and grounds. The exceptions to this policy are if students are engaged in an activity where it is not safe or not practical to have the lanyard around their neck (e.g. exercising, using mechanical equipment, as directed by faculty during simulation labs, etc.), in these instances the student should still be able to show identification promptly when asked by FNU faculty, staff and security personnel.

Breast Pump Availability

A Medela Symphony electric breast pump is available for students' use. The student is responsible for the accessory kit (cups, tubing, bottles). Contact the Campus Operations Coordinator at (859) 251-4700 to arrange for its use.

Children on Campus

Students may be able to bring infants age 6 months or younger and/or their breastfeeding child, regardless of age, to campus when accompanied by an appropriate care provider and based on the available space. Additional guests and/or children are not permitted on campus. The student must obtain permission from the Campus Operations Coordinator prior to the scheduled on-campus event. Housing is available on campus for the student, caregiver, and children. Additional fees will apply.

1. The care provider, child and student will be assigned housing at FNU if available on a first come, first serve basis.
2. Only breastfeeding children or children under the age of 6 months and one care provider per child may accompany the student.
3. If no housing is available on-site, a room on campus will be available for care providers and breastfeeding children or children under the age of six months for use during class hours.
4. Children may not be taken into the classroom during class hours. If the child needs to nurse during class hours, the student must return to the assigned room or the assigned outside areas for that purpose.
5. The student will be responsible for obtaining any class information that is missed.
6. During meals, the breastfeeding child and care provider can access the Dining Hall. The care provider cannot visit other buildings while on campus.
7. Please see the **Tuition and Fees** section of the Catalog for current fees for accommodations and meals for the care providers.
8. Space is limited, therefore only one room/apartment can be provided for the parent, children, and care provider. We only have queen- and full-size beds in the on-campus family housing; parent and care provider may need to share a bed.
9. We do not have cribs/baby beds on campus. We suggest that you bring a portable crib for the child.

Computer Access On-Campus

Students are required to bring their laptops with them during on-campus academic events. To best accommodate student computer needs, FNU makes available high-speed wireless Internet in most campus buildings.

In addition, desktop workstations are located in the library. These systems are Internet connected and include Microsoft Office, Acrobat Reader, and other common software applications. Please note that these are shared computers, so it is advised that you do not save any passwords or other personal information while using them under any circumstances.

Limited printing and copying are available from the systems in the library.

Pets on Campus

No pets are allowed on campus. Only service animals are permitted.

Safety and Security While on the Versailles Campus

For assistance call a Campus Safety & Security team member at (This ring central number is TBD) or in an emergency, call 911 from any campus RingCentral phone (*If you need to call 911 in an emergency and you are not on campus, please use a cell phone ensuring that you are not using the RingCentral Mobile phone app or use another phone to dial 911. RingCentral will dial the 911 operator in Versailles KY and will see 2050 Lexington Rd as the originating location)*.

FNU offers a comprehensive safety and security program including 24-hour security presence when faculty and students are present, video surveillance throughout our campus, a card key door control access system for all student buildings and monitored fire alarm protection devices in all student buildings. The FNU Safety & Security team enjoys having a great relationship with the Versailles Police (VPD) and Fire & Rescue Departments and is a critical component of FNU's Campus Safety and Security plan.

When students are in residence at the Versailles campus, a Safety & Security officer will be on duty. When faculty and students are present, only authorized students, faculty, and staff will gain entrance to the FNU grounds from 10:00 pm EST to 6:00 am EST. Students, faculty, and staff will be required to identify themselves to the Safety & Security officer upon entering the FNU grounds. The Safety & Security officer will notify the VPD immediately of any infraction of the law. All students, faculty, and staff are expected to cooperate with FNU's Safety & Security Officer.

Students, faculty, and staff should maintain awareness of campus safety, and immediately report issues and circumstances that may reduce safety and security for our FNU community to the Facilities and Security Manager, the Safety and Security officer on duty or complete an Accident & Incident report form.

FNU is not liable for student's faculty or staff's personal possessions on the school campus. While on the Versailles campus students should take the following actions to protect themselves and their belongings:

1. Know and follow the FNU safety policies.
2. Carry your keys in your hand when walking to your car.
3. Be aware of your surroundings
4. Be familiar with the general layout of the buildings and walkways (walk around campus during the day to familiarize yourself)
5. Walk or jog in groups and stay in well-lit areas
6. Follow instructions of school employees, law enforcement officials, or other emergency response personnel
7. Stay away from isolated areas.
8. Do not carry large amounts of cash.
9. Do not display expensive jewelry.
10. Keep doors locked when alone and during the night hours.
11. Do not let strangers in any FNU buildings.
12. Lock valuables when not attended.
13. Lock car doors.
14. Report all suspicious activity, whether on or off campus to the Safety & Security officer

Pursuant to the provisions of the Federal Crime and Campus Security Act of 1990, FNU makes crime rates and statistics available as well as security policies and procedures to interested parties. To receive a copy of this information, please contact the Facilities and Security Manager on campus, (859) 251-2036.

Facilities and Security Manager contact information:

David Fritz

(859) 993-6936 Extension 4661, Direct line: (859) 251-2036 & Cell Phone: (859) 388-0322.

Email david.fritz@frontier.edu

Tobacco Use Policy

Introduction

Frontier Nursing University is committed to the prevention of illness and injury through the provision and maintenance of healthy and safe conditions on its premises and due diligence in its activities.

Frontier Nursing University endeavors to provide a healthy and hazard-free environment and minimize risks by adherence to all relevant legislation, and where appropriate, through the development and implementation of additional internal standards, programs, and procedures.

Frontier Nursing University recognizes scientific evidence indicating that tobacco products are harmful to one's health and to the health of others through exposure to secondhand smoke. Tobacco use, such as smoking, dipping, and chewing, can cause many illnesses such as cardiovascular and respiratory diseases and cancer. In fact, cigarette smoking is the leading cause of preventable death and disability worldwide. Non-users exposed to secondhand tobacco smoke can also incur illnesses such as asthma, bronchitis, cancer, chronic pulmonary, and cardiovascular diseases.

Frontier Nursing University recognizes tobacco as an addictive substance and is committed to providing information aimed at providing protection from secondhand tobacco smoke while supporting those addicted to nicotine with resources for smoking cessation services such as counseling and medications.

Purpose

The purpose of this policy is to:

- provide protection from secondhand tobacco smoke
- communicate smoking and tobacco use restrictions
- recognize that tobacco is an addictive substance, and provide tobacco cessation support to members of the campus community who are addicted to tobacco products
- prevent tobacco uptake, and promote a tobacco-free lifestyle and tobacco cessation
- reduce the ability of tobacco companies to normalize tobacco products and tobacco use
- reduce fire risks

Scope

This policy applies to anyone on the Frontier Nursing University Versailles campus.

All events hosted on Frontier Nursing University Versailles Campus are subject to this policy.

Definitions

"Smoking" means inhaling, exhaling, burning, carrying or possessing any lighted tobacco products, including cigarettes, cigars, beedi, pipe tobacco, water-pipes, hookahs or any other lit tobacco products, as well as any product consumed in a similar manner; or the use of a vaping device with or without nicotine or tobacco products, electronic cigarettes or any other device intended to simulate lighted tobacco use.

"Tobacco products" means cigarettes, cigars, pipe tobacco, hookah, smokeless tobacco, snuff, chewing tobacco, smokeless pouches, dissolvable tobacco products like orbs (dissolvable tobacco pellets), sticks, and strips or any other forms of ignitable or smokeless tobacco.

"University property" means the Frontier Nursing University Versailles Campus including the interiors and exteriors of all buildings, land, parking facilities, university-owned or -leased vehicles (regardless of location), athletic facilities.

Policy Statements

PART A: Sale and Promotion of Tobacco Products

Frontier Nursing University prohibits the promotion, advertising, or sale of any tobacco products or related paraphernalia on Frontier Nursing University owned, rented, or leased property.

In addition, and in accordance with the federal Tobacco Act, corporate tobacco sponsorship of Frontier Nursing University events or groups is prohibited.

Frontier Nursing University; employees, students and retailers operating in buildings owned, rented or leased by Frontier Nursing University are prohibited from entering into contractual agreements with tobacco companies or companies that promote tobacco.

PART B: Support for Tobacco Cessation
Students: All students can get tobacco cessation assistance from local state funded programs. Tobacco cessation medications (prescription and over-the counter) are usually covered in personal insurance plans.

PART C: Designated Tobacco Use Areas
There are no outdoor Designated Tobacco Areas at Frontier Nursing University Versailles Campus. Smoking and smokeless tobacco use are prohibited on campus, including all properties and vehicles owned, rented, or leased by Frontier Nursing University. All forms of tobacco use in personal vehicles on the Versailles campus is prohibited. All persons who wish to smoke, vape, or use tobacco products will be directed to an adjacent property to use tobacco products.

Signs at building entrances and the main points of entry to the Versailles campus (i.e., building entrances, campus entry, parking lots, walking trails, etc.) shall indicate the non-tobacco status of the university.

All persons who wish to smoke, vape, or use tobacco products will be asked to do so off of Campus property.

Compliance with Tobacco Use Policy
Student failure to comply with the tobacco use policy will invoke disciplinary action. The first offense will result in a verbal and written warning and further explanation of the policy by the Administrative person on campus. A second offense may result in a request to leave the property. Other disciplinary actions will be outlined according to the performance plan policy as outlined in the University catalog.

Education about Tobacco Use Policy
The Tobacco Free Campaign will issue an announcement about the new initiative along with a timeline of events and go-live date of the policy. Education and promotional items will be utilized to increase awareness to all stakeholders of the new initiative.

Students will receive information on the tobacco free policy upon admission to the University, in the catalog. In addition, students attending campus for Campus tours, Frontier Bound, Clinical Bound, DNP Frontier Bound, and graduation will receive information in their event material.

Frontier Nursing University Tobacco Free Ambassadors program is aimed at creating an environment of campus ownership and responsibility for maintaining a tobacco free campus. This is a university-wide initiative comprised of staff, faculty and students who are empowered to educate the campus community about the FNU Tobacco Free policy, encourage, and monitor compliance. The Tobacco Free Ambassador program will utilize an evidence-based smoking cessation module along with simulations on how to effectively approach and educate tobacco users about the policy. Tobacco Free Ambassadors will recognize tobacco users with positive reinforcement incentives and provide friendly reminders and information to students, employees, and visitors using tobacco products on campus. These interactions are central to promoting a healthier campus.

PART D: Participation of Tobacco Companies in Job Recruitment Fairs
Companies that manufacture, distribute, or sell tobacco products are excluded from participating in campus career fairs and other recruitment activities.

PART E: Contracts with Tobacco Companies
Frontier Nursing University will not knowingly accept funding or other forms of support, including research grants, staff positions, or student scholarships, from tobacco companies or from any agencies or foundations in which the tobacco industry has an influence, either directly or indirectly.

PART F: Investments in Tobacco Companies
The Frontier Nursing University Board of Directors has adopted a socially responsible investment policy and does not invest, directly or indirectly, in any tobacco company.

Visitors on Campus

While attending on-campus events, students are expected to attend all sessions, arrive punctually, and stay until the completion of each day. During Frontier and Clinical Bounds, the student's focus is on the content and courses delivered on Campus. If a student would like a visitor on Campus, they will need to request permission, in advance and in writing, from their Department Chair or DNP Program Director (excluding caregivers approved via the Children on Campus policy. Overnight visitors are prohibited (aside from those approved via the Children on Campus policy). The conduct of a visitor shall not interfere with the educational process or learning environment. Visitors are expected to abide by all operational regulations and guidelines, including safety and access restrictions. FNU reserves the right to remove or restrict visitors from its facilities who violate guidelines or cause disruption to programs, activities, services, and/or classes, or for any other reason deemed necessary by FNU.

When scheduling approved visitors, all Frontier Nursing University (FNU) students should do the following:

- Contact their Department Chair or DNP Program Director requesting permission for an on-campus visitor.
- After approval is granted, DC or PD will notify FNU Security (security@frontier.edu) and FNU Housing (Housing@frontier.edu) of the authorized visitor(s) so the guest list can be updated.
- Access cards will not be issued, as all visitors are to be escorted by the student at all times.
- Visitors are authorized to gather in the following locations:
    - Dining Hall
    - Welcome Center
    - Bell Pavilion and Outdoor Patios
    - Walking Trails
- The student must ensure their visitors do not disrupt scheduled Clinical Bound, Frontier Bound, and other FNU events.
- Visiting hours are 5:00 pm-9:00 pm Eastern time. It is the student's responsibility to ensure the visitor adheres to this timeframe.
- Visitors shall park in the Welcome Center parking lot, or the visitor parking spaces at the Administration Building after 5 pm Eastern time.
- Visitors under the age of 18 need to be accompanied by an adult over the age of 18 at all times while on campus.

Faculty and Staff Roles

Administration

President

- Responsible and accountable for the administration of Frontier Nursing University (FNU).
- Provides vision and leadership and is responsible for giving strategic direction for all aspects of the University.
- The President makes recommendations to the FNU Board of Directors relating to the general policies of the institution and to the maintenance of coordination among its several functions.
- The President has authority and responsibility for planning, budgeting, personnel matters, and overall advancement of the university.
- Implements policy and directs all functions of FNU Policy development and assures all functions are in keeping with the mission and philosophy of FNU. The FNU Board of Directors participates in these processes.
- The President provides direction to the Deans and the administrative leadership to ensure the efficient, economical, and effective use of all organizational resources to meet the identified goals of the University and provides a vision for the future.

Chief Advancement Officer

Responsible for identifying and developing strategic partnerships and opportunities pursued to advance the mission of FNU. Develops the overall strategy for planning and implementing a fundraising strategy to build the endowment and raise funds for the organizational budget consistent with the mission and purpose of FNU. This position leads a team that is responsible for the following advancement functions: development, alumni relations, external affairs, grants management, and the FNU Courier Program.

Chief Financial Officer

Responsible for financial and fiscal management aspects of FNU operations and as an integral part of the President's Cabinet.

Chief Information and Digital Officer

Lead initiatives to select or develop, to implement, and to optimize utilization of information system technologies. It is also within the scope of this position to lead the IT Department in the ongoing management and support of the technologies employed by FNU.

Chief Operations Officer

Responsible for the daily operations of FNU.
Directs and oversees activities related to budgeting, operations, and personnel administration.
The Chief Operations Officer is a member of the President's Cabinet.

Dean of Student Success

- Brings leadership, vision, integrity and a team-oriented philosophy to the diversity and inclusion efforts at Frontier Nursing University (FNU).
- The Dean of Student Success is responsible for leading the University on matters of equity, diversity, and inclusion and will educate the FNU-community regarding the importance and advantages of a culture that values and supports each member of our community.
- The Dean of Student Success will lead the development of a vision and effective strategy that champions the importance and value of a diverse and inclusive environment.
- The Dean of Student Success is a member of the President's Cabinet.

Dean of Nursing

- Responsible and accountable for the academic and student affairs of Frontier Nursing University (FNU).

- The Dean of Nursing provides vision and leadership for academic programs and is responsible for providing strategic direction for faculty and all academic nursing programs. The Dean of Nursing has authority and responsibility for academic policies of the institution.
- The Dean of Nursing has both the responsibility for curriculum, instruction, and other academic matters including student affairs and accreditation.
- The Dean of Nursing is a member of the President's Cabinet.

Associate Dean of Academic Affairs

- The Associate Dean is a key contributor to the establishment and accomplishment of Frontier Nursing University (FNU) academic goals.
- The Associate Dean provides direction to the faculty to achieve the goals of FNU
- Provides leadership of the curriculum and oversees the development of the curriculum to ensure a quality that meets all the standards of the specialty certification bodies, accreditation bodies, and all regulatory bodies.
- Is knowledgeable concerning distance education practices and techniques and assists faculty and staff in remaining current concerning distance education practices and techniques.
- Takes responsibility as needed for applications and reports related to accreditation.

Department Chair of Family Nursing, Department Chair of Midwifery and Women's Health, and Department Chair of Psychiatric-Mental Health

The Department Chair is one of the key contributors to the establishment and accomplishment of the University's and, in turn, the departmental goals.

- The Department Chair provides direction to the faculty, staff, and students within the department to achieve the goals of the school. Among the goals are those related to education, research and service as well as the attainment of cultural diversity, fiscal soundness, and infrastructure development.
- Directs all functions of the assigned department in keeping with the overall policies established by the FNU Dean of Nursing, President of FNU, and the FNU Board of Directors and in compliance with any and all credentialing, regulatory or other guidelines, in order that the strategic objectives can be attained.
- Provides leadership and direction in ensuring the efficient, economical, and effective utilization of all organizational resources to meet the identified needs of the department and the school.
- Assumes responsibility for teaching, service, research, and development activities in the Department.
- Qualifications for the Department Chair of Family Nursing, Department Chair of Midwifery and Women's Health, and Department Chair of Psychiatric-Mental Health include the following: Certification by the appropriate professional board, a Doctoral degree in Nursing or related area, experience in teaching, administration, and clinical practice, experience with and knowledge of educational technology, excellent interpersonal and problem solving skills, must possess analytical ability for project development and support, must have the capacity to learn and evaluate new technical procedures and concepts, and must have the ability to work productively and independently.

Clinical Directors

- Assume responsibility for the administration of the clinical portion of their specialty track and the smooth functioning of the clinical programs. They are the administrative liaisons with the Department Chairs. They are students' contact during the clinical portion of the program and for issues that are not resolved with the Course Coordinators of clinical courses, or Regional Clinical Faculty (RCF).
- Are responsible for the quality of the clinical sites for area of specialty.
- Provide individual and group student guidance and monitor individual and group student progress.
- Is responsible for coordinating the clinical component of FNU.
- Monitors the teaching and evaluative functions for the clinical practicum.
- Works with the Department Chairs, the Regional Clinical Faculty, and the Director of Credentialing to ensure that the clinical practicum is a true integration of theory and practice and a high-quality experience for each student.
- Qualifications for the Clinical Directors include the following: Must hold a national certification in the specialty area (s) as either a nurse-midwife or nurse practitioner, must hold a Doctoral degree, and must have a minimum of five years of experience with clinical teaching of advanced practice nursing and/or midwifery students as appropriate.

Program Director of Doctor of Nursing Practice

- Assumes responsibility for the overall administration and smooth functioning of the PM-DNP Program

- Is responsible for the overall integrity of the PM-DNP curriculum
- Assures that the program is in compliance with accrediting bodies, and adheres to the by-laws and policies of FNU
- Is knowledgeable concerning distance education practices and techniques and assists faculty and staff in remaining current in these areas.
- Provides individual and group student guidance and monitors individual and group student progress.
- Qualifications for the PM-DNP Director include the following: National certification as a nurse practitioner and or nurse-midwife, current licensure as a registered nurse and nurse practitioner and or nurse-midwife, Doctoral degree in nursing, experience in teaching, administration and clinical practice, experience with and knowledge of educational technology, strong analytical, organizational, interpersonal, communication and problem solving skills, and the ability to work productively and independently.

FNU Student Policy Team

The Student Policy Team is comprised of the President, the Dean of Nursing, Dean of Student Success, the Department Chair of Family Nursing, the Department Chair of Midwifery and Women's Health, the Department Chair of the Psychiatric-Mental Health Nurse Practitioner Specialty Track, the Associate Dean of Academic Affairs, the Clinical Director of Family Nursing, the Clinical Director of Midwifery and Women's Health, the Clinical Director of Psychiatric-Mental Health, the Director of DNP, a faculty representative (quarterly term), the CFO, the Chief Operations Officer, the Director of Enrollment Management, the Director of Academic Advising and Student Success, the Director of Academic Records and Registrar, the Director of Clinical Credentialing, the Director of Student Retention & Success, and the Director of Clinical Outreach and Placement. The Student Policy Team meets to monitor program issues related to FNU.

Student Review Team of the Student Policy Team

The Student Review Team of the Student Policy Team is composed of at least four members of the Student Policy Team. The Student Review Team of the Student Policy Team meets to discuss student issues as needed. The student's advisor and/or course coordinator involved may be invited to attend a particular meeting as appropriate.

Faculty

Course Coordinators (CCs)

- Assume responsibility for an individual course or a sequence of courses.
- Design the course objectives, content, and evaluation measures. Depending on the course, there may be Course Faculty to assist.
- Teach by structuring the learning experience and answering students' questions. May also teach in person at Frontier Bound or Clinical Bound.
- Are always available to students by phone during office hours or appointment times and via email, may be available at Frontier Bound or Clinical Bound.
- Act as Student Advisors and as such provide students with support, counseling, and assistance in completing their programs of study.
- Qualifications for Course Coordinators include the following: Certification by the appropriate national professional board, Doctorate in nursing preferred, and experience in teaching and education preferred.

Clinical Bound Course Faculty

- Participates in the ongoing development, implementation, and evaluation of the curriculum in a specified content area.
- In collaboration with the CBTL, the faculty assists with the delivery of the Clinical Bound Courses.
- Communicates effectively with students, demonstrating respect and professionalism.
- Maintains accessibility to students enrolled in the course as outlined in the Faculty Handbook.
- Qualifications for Clinical Bound Course Faculty include the following: Certification as CNM, WHNP, PMHNP, or FNP; Master's of Science in Nursing, Doctorate in nursing preferred and clinical experience in related APRN specialty.

Course Faculty

- Participate in development, implementation, and evaluation of a course and may teach at Clinical Bound.
- Assist with grading and student counseling related to the course.

- Are always available to students by phone during office hours or appointment times and via email, may be available at Frontier Bound or Clinical Bound.
- Report to their assigned Course Coordinator.
- Qualifications for Course Faculty include the following: national certification in specialty area, doctorate in nursing or related field preferred, and experience in teaching and education preferred.

Clinical Transitions Coordinator

- Assumes overall responsibility for a content area across the curriculum including learning objectives, references, learning modalities, and evaluation methods.
- Leads all Clinical Bound Team Leaders (CBTLs), Clinical Bound Course Faculty and all other faculty in their respective specialty tracks teaching at Clinical Bound.

Clinical Bound Team Leader

- Overall responsibility for Clinical Bound courses including learning objectives, references, course delivery, learning modalities, and evaluation methods.
- Serves as the lead instructor for assigned courses during Clinical Bound sessions, including organizing and directing participating faculty.

Curriculum Specialist and Evaluation Coach

- Provides expertise in functions related to curriculum and assessment
- provides coaching services, resources, and expertise during faculty collaboration to facilitate curricular excellence.

Innovation Coach and Simulation Coordinator

- Supports and promotes the Center for Innovative Teaching and Learning and acts as a champion for online and in-person simulations and an expert in the development and implementation of online simulations.
- Coordinates the recruitment and training of standardized patients for use in simulations.

Regional Clinical Faculty (RCFs)

- Are experienced nurse-midwives or nurse practitioners residing in the region that they coordinate.
- Serve as the liaison between the clinical sites, the Clinical Credentialing Coordinator, the Preceptors, the students, and the appropriate Clinical Director.
- Guide students through the Clinical Practicum, fostering the networking of students in their area.
- Visit sites to assess student progress and to ensure positive learning environments.
- Evaluate clinical performance and assign the clinical grades with input from the Preceptors.
- Qualifications for Regional Clinical Faculty include the following: Nationally certified in nurse-midwifery or appropriate advanced practice nursing specialty, active in nurse-midwifery or nurse practitioner community, Master's degree or Doctorate in nursing or related field, experience as a clinical preceptor and strong communication, problem solving, management, organization and computer skills.

Senior Instructional Designer

- Works with the faculty and a team of IT specialists to develop online courses and explore new technologies for effective learning formats.
- Works with the Associate Dean of Academic Affairs in the assessment of learning outcomes and in conducting research for best practices and emerging distance-learning methodologies related to the development and improvement of instructional systems.
- Qualifications for the Instructional Designer include the following: master's degree or higher in instructional design, experience with graduate nursing or healthcare preferred, minimum of three years of experience in instructional development and demonstrated experience and record of managing projects to successful completion.

Director of Student Retention and Success

Is a collaborative leader in developing and implementing programs and services creates a supportive and accessible educational environment focused on student achievement for all learners at FNU.

- Facilitate campus-wide student success programming to enrich the academic climate and promote student persistence.

- Develop, coordinate, implement, and evaluate evidence-based student retention strategies across all academic programs.
- Research and develop metrics for measuring the effectiveness of student success initiatives and prepare quarterly reports to senior management on outcomes and impact.

Director of Library Services Is responsible for the development and evaluation of library services and resources. Responsible for the effective operation of the FNU Library.

- Provides library instruction during Frontier Bound, Clinical Bound, and via phone and email.
- Works with faculty and students to make sure that the resources necessary for the curriculum are available.
- Assist students and faculty in obtaining any resources required.
- Qualifications for the Director of Library Services include the following: American Library Association accredited Master's of Library Science, medical and academic library experience, AHIP membership preferred, and strong interpersonal, communication, leadership, organizational, and computer technology skills.

Assistant Director of Library Services

- Assist faculty and students with online searching and locating library resources.
- Assist with maintaining course readings and textbook lists.
- Qualifications for the Information Services Librarian include the following: American Library Association accredited Master's of Library Science, knowledge of library operations and services, ability to perform technical and public service responsibilities and excellent writing and grammar skills.

Information Services Librarian

- Provides library services to faculty, students, and staff of the Frontier Nursing University (FNU).
- These services include, but are not limited to, handling reference inquiries, providing instruction, and performing a variety of other technical and public services tasks relative to library operation. The Information Services Librarian is a member of the FNU Faculty.

Writing Support Specialist

- Supports the development of scholarly writing skills across the university.
- Provides direct assistance to administration, faculty, and staff in developing, improving, and using their scholarly writing skills.
- Assists faculty in the development of efforts to teach writing skills to students.

Staff (located on the Versailles Campus)

Academic Advisors

Provides individual and group advising to students in all FNU programs.
Work with faculty and staff across the institution as partners across the university to improve student success and assist in student degree completion.

Academic Records Coordinator

Manages academic records for all current and former students including degree conferral, enrollment/degree verifications, and production of transcripts in compliance with University policies and the Family Educational Rights and Privacy Act (FERPA).
Assists in maintaining, troubleshooting, and enhancing the University's data management and related systems. Works in cooperation with the Director of Academic Records and Registrar and others to ensure academic policies and procedures are followed, and proper student records are maintained.

Accessibility Services Coordinator

Plans and directs the Accessibility Services at Frontier Nursing University (FNU). This position will support students with disabilities receiving services under the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act. The coordinator will manage all student accommodation requests in collaboration with faculty, department chairs, and clinical directors. This position assists with case management, record maintenance, and report creation for student disability support services. Serve as an advocate for students and a liaison with faculty and staff. The coordinator will also assist with new student orientation.

Accountant
Support the operations of FNU by conducting functions such as payment processing, reconcilements, analyses, reporting, and various administrative functions.

Accounts Payable Specialist
Responsible for collaborating with various departments to gather and analyze various financial data to ensure an organization's finances are in order. They may also oversee payments to vendors, control petty cash spending, and resolve payment discrepancies.

Administrative Support
Provides administrative support to the FNU Student Policy Team. The following offices/services have Administrative Assistants: President (Executive Assistant), Dean of Nursing (Executive Assistant), Dean of Student Success, Chief Operations Officer, Admissions, and Clinical Credentialing.

Advancement Coordinator
Provides administrative support to Advancement Services. Serve as the primary responsible person in charge of the integrity of the advancement database. Plan and coordinate special donor, alumni, and volunteer events for FNU.

Applications Quality Analyst
Responsible for evaluating, testing, and ensuring the overall quality and functionality of FNU's enterprise applications. Updates and maintains the web contents. Additionally, the Application Quality Analyst will stay current on quality assurance processes and methodologies that will enable identifying and resolving software defects, improving application performance, and delivering exceptional user experiences.

Assistant Director of Admissions
Works with the Director of Enrollment Management to effectively manage and execute the enrollment and application process. The Assistant Director will oversee the applicant's experience while maintaining a high level of customer service to applicants, incoming students, faculty, and staff.

Assistant Director of Clinical Credentialing
Works with the Director of Clinical Credentialing to maintain current and complete records of all students clinical file data during the clinical practicum and all clinical site files. Oversees efficient and effective processes for the student credentialing experience while maintaining a high level of customer service to students, clinical sites, preceptors, and other FNU faculty and staff.

Assistant Director of Clinical Outreach
Assists the Director of Clinical Outreach and Placement (DCOP) in unit assessment and planning. Provide timely customer service and support to preceptors through verbal and written communication, problem-solving, and acting as a point of contact. Manage preceptor recognition programs and reporting

Associate Director of Financial Aid
Manages all aspects of the application and processing of Federal Student Loans. Orients students to the process. Advises students regarding financial aid issues.

Associate Registrar
Supports the Registrar in managing office operations, ensuring smooth workflows related to academic records, registration, degree conferral, course scheduling, and compliance with FERPA policies. This position is responsible for maintaining accurate records, overseeing office communications, and ensuring published policies are up to date.

Bursar
Responsible for all aspects of a student's financial account including billing, recording payments, processing refunds, and collection on outstanding balances.
Manages student direct deposit authorizations, company tuition assistance and third-party provider documentation and invoicing.
Supports 1098-T processing.

Campus Operations Coordinator
Receives registration forms for campus events (Frontier Bound/DNP Frontier Bounds and Clinical Bounds) and handles student accommodations on campus.
Supports faculty and students in activities related to all forms of instructional materials.
Manages the Gift Shop.

Chief Advancement Officer
Responsible for identifying and developing strategic partnerships and opportunities pursued to advance the mission of FNU. Develops the overall strategy for planning and implementing a fundraising strategy to build the endowment and raise funds for the organizational budget consistent with the mission and purpose of FNU.

Chief Financial Officer
Responsible for the financial and fiscal management aspects of Frontier Nursing University (FNU).

Chief Information and Digital Officer
Responsible for the selection, implementation, management, and training of all technology related services and activities within Frontier Nursing University.

Chief Operations Officer
Direct and oversee activities related to budgeting, facilities, operations, and personnel administration.

Clinical Advisors, including Senior Clinical Advisors
Responsible for assisting students in identifying appropriate site placement and preceptors by providing resources and support in utilizing the clinical app and community map. Acting as support for students in site and preceptor identification and keeping them abreast of clinical site placement timelines. Meets with students in small groups and on an individual basis as needed to support the student(s) in clinical site identification.

Clinical Credentialing Coordinators, including Senior Clinical Credentialing Coordinator
Manages the clinical site Affiliation Agreements, providing a direct link between the clinical sites, the FNU Administration, and the School's legal counsel.

Clinical Services Coordinator
Provides support and customer service to all preceptors with the goal of relationship building and preceptor retention. Assists DCOP with outreach activities designed to increase the number of preceptors.

Continuing Education Coordinator
Assesses, plans, coordinates, administers, directs, and evaluates educational programs for advanced practice nurses, midwives, and nurses in our community and across the United States.

Controller
Responsible for audit support, payables management, Bursar management, regulatory filings, general ledger accounting, internal controls, and other administrative functions.

Cook
Assist in the cleanliness, inventory, and overall production of meal and catering services.

Courier Program Coordinator/Development Officer
Oversee all aspects of the Courier program, which includes operations, training, communications, budgeting, fundraising, program evaluation and refinement, and perform key leadership tasks to ensure successful program implementation. Works with the development team in coordinating events, communications, and donor relations, particularly with former Couriers, to raise funds to support FNU.

Data Reporting Administrator

Coordinates effort to develop, implement and evaluate a data standards policy to improve data accuracy, integration, access, and integrity. Monitors ongoing compliance and effectiveness of the process. Manipulates and organizes data for reporting purposes. Enter and collect data and produce reports for various purposes.

Director of Content and Social Media Manager
Supports the development, implementation and monitoring of social media campaigns across a number of platforms and will gather, manage and distribute content for electronic publications, social media and blogs.

Director of Academic Advising and Student Success
Develops, implements, and oversees a comprehensive mission-informed and metric-based student success and retention program. Provides leadership, management, and evaluation of Student Retention and Success Services. Provides management and direction to FNU Academic Advising Services. As the leader of these services, this position works directly with the Director of Academic Records and Registrar, Office of Student Engagement, Access and Success, Academic Leadership, Center for Innovative Teaching and Learning, faculty, staff, and students to ensure the success of all students.

Director of Academic Records and Registrar
Manages the course registration process. Maintains accurate student records in accordance with federal policy (FERPA) and accreditation standards. Transcribes to the official student transcript all grades submitted by the faculty.

Director of Alumni Engagement
Provide leadership for alumni programs that complement and support the mission of Frontier Nursing University (FNU), strengthening ties between FNU and its alumni. The Director will serve as the primary liaison for the university's nearly 10,000 alumni.

Director of Annual Giving and Courier Programs
Plans, organizes, implements, and evaluates a strategic annual giving plan for Frontier Nursing University and the Courier Program. Establishes local healthcare relationships, and mentors the individuals selected for the annual summer internship program.

Director of Campus Operations
Provides leadership, direction, and oversight of the FNU Versailles Campus Operations. Cultivates residential experiences that are welcoming and inclusive of all students, employees, and other visitors. Ensure a high-quality residential experience for all guests, from arrival to departure.

Director of Clinical Credentialing
Oversees Clinical Credentialing Services.
Assures written evidence of compliance with Standards of Practice and accreditation of the educational programs.
Coordinates the system of risk management and liability insurance and the computerized Student Management System.

Director of Clinical Outreach and Placement
Responsible for providing leadership and overall management of Clinical Outreach and Placement services. Develop, implement, and assess innovative processes for Clinical Outreach and Placement services to facilitate clinical placement for students.
Ensures students have appropriate information and tools to assist them in successfully obtaining a clinical site.

Director of Enrollment Management
Responsible for providing leadership for enrollment.
Collaborates with University leadership in leading the development, implementation, and ongoing evaluation of a comprehensive enrollment management plan that fosters an integrative recruitment and admission effort consistent with the University's strategic goals.
Directs managerial responsibility and oversight for all FNU personnel in admissions.

Director of Institutional Assessment
Responsible for data collection, reporting, data management, and technical/systems support.

Director of Marketing and Communications
Coordinates all marketing activities to build awareness of Frontier Nursing University.

Director of Student Engagement
This role directs initiatives that foster student belonging and professional identity formation through innovative programming that acknowledges the distinctive needs of graduate nursing students balancing clinical practice, academic demands, and personal responsibilities. As a champion of our Culture of Caring, the Director ensures that every student interaction reflects our commitment to student-centered support across the educational journey.

Enrollment Coordinator
Serves as a direct link between prospective students and FNU.
Assists in all aspects of the admissions process, from inquiry to enrollment.
Advise prospective students as they make decisions about furthering their education by providing information about FNU programs, its missions, admissions procedures, and student life.

Enterprise Applications Manager
Leads the IT team responsible for planning, designing, developing, testing, implementing, and maintaining the FNU application portfolio. Leads efforts related to workflow automation programming. Besides managing large-scale enterprise applications, this position strategizes and plans the application portfolio for the FNU community as well as provides leadership within the IT unit and across the enterprise.

Enterprise Infrastructure Manager
Helps drive the strategy, design, and implementation of innovative and integrated systems to support FNU's rapidly scaling business. Partners with business stakeholders and team members to manage the end-to-end operation, implementation and integration of systems and data services. Responsible for data and information governance, control, policy design and implementation, and effective exploitation of all Frontier Nursing University data. Helps mature the department's long-term tactics on the relationship of technical systems, data storage, and extracts to the business opportunities facing Frontier Nursing University.

External Affairs Coordinator
Cultivates and manages relationships with external stakeholders including the Board of Directors, Frontier Trustees, external organizations, corporations, and media.

Facilities and Security Manager
Oversees the management, maintenance, security, and upkeep of all Frontier Nursing University facilities in Versailles, KY.

Financial Aid Officers
Assist student inquiries over the phone and the Internet.
Processes and sends award letters.
Helps complete loan applications.
Checks student records regarding satisfactory progress in order to monitor financial aid and disbursement of loan checks.

Food Services Manager
Responsible for providing a high-quality experience for the students, faculty, staff, and visitors of Frontier Nursing University while on campus. The Food Service Manager oversees cleanliness, inventory, and overall operation of the upper level of the dining facility with a primary focus to Food Service and kitchen operation and in accordance with current federal, state, and local standards, guidelines and regulations governing the facility. Responsible for the planning and execution of all dining and catering services to include special events and programming.

Food Services Worker
Assists in inventory, and overall production of meal and catering services.

Groundskeeper
Works with the Groundskeeper Lead to maintain and preserve approximately 175 acres of campus grounds, and physical environment to ensure a clean, safe, and functional space for all users.

Assisting with maintenance and event setups, moving heavy objects, staging, furniture, equipment, snow removal, and operating a variety of grounds related to vehicles and machinery.

Groundskeeper Lead
Maintains and preserves approximately 175 acres of campus grounds, and physical environment to ensure a clean, safe, and functional space for all users.
Assisting with maintenance and event setups, moving heavy objects, staging, furniture, equipment, snow removal, and operating a variety of grounds related vehicles and machinery.

Human Resources Director
Responsible for the overall administration, coordination, and evaluation of the human resource functions of the FNU including advising administration on policy issues. The human resource functions of FNU include employee recruitment and retention, benefits management and counseling, training and development, compensation administration, employee evaluations, and regulatory compliance. The Human Resources Director is responsible for developing and maintaining systems to support the HR function and to ensure the integrity of employee demographic and employment data and for maintaining all personnel, benefits, and payroll information. The Human Resources Director has direct managerial responsibility for Human Resource staff.

Human Resources Specialist
Process, verify, and maintain personnel related documentation, including staffing, recruitment, training, grievances, performance evaluations, classifications, paid time off, and employee leaves of absence. Explain and interpret company personnel policies, benefits, and procedures to employees or job applicants.

IT Support Services Manager
Manages the performance of FNU Support Services to students, faculty, and staff ensuring service levels are achieved. Responsible for leading the IT Support staff in delivering on expectations in regard to performance, meeting defined metrics/benchmarks, and that standards and processes are followed to provide effective customer service and meet requirements.

Junior Support Analyst
Provide technical support for students, faculty, and staff. IT owner of an area within IT, for example Infrastructure or Networking.

Library Technician
Manages document delivery and interlibrary loan operations.

LMS Coordinator
Primary administrator for the Learning Management System (LMS). This role will assist Faculty with updates and additions to the LMS course content. This position has primary responsibility for integrating audio/video/graphic content for courses into the LMS.

Maintenance Technician
Responsible for FNU owned Facilities maintenance/repairs with all applicable safety and state regulations met. Responsible for appropriate use of facility supplies and equipment to minimize loss, waste, and fraud.

Maintenance Technician Lead
Provides a safe, comfortable, and functional environment. Ensure the efficient functioning and upkeep of all facilities; this role involves coordinating preventive and corrective maintenance activities and contributing to a safe and well-maintained campus environment.

Marketing and Student Recruitment Coordinator
Work closely with the Director of Marketing and Communications to design, implement and evaluate strategies to recruit new students with a focus on recruitment of minority students and students residing in rural and/or underserved areas.

Receptionist
Responsible for greeting visitors and performing general administrative duties. Handles incoming calls and operates a multi-line telephone system. Processes incoming and outgoing mail and deliveries and assists other

administrative staff as needed. Provides exceptional customer service to both external and internal constituents of FNU.

Senior Accountant
Support the operations of FNU by conducting month-end closing, financial data analysis, account reconciliations, and financial reporting. Interacts with stakeholders and supports the Controller in implementing sound financial controls across the university.

Senior Data and Accreditation Officer
Provide support to the Director of Institutional Assessment on matters related to institutional accreditation, data management, and analysis. Assists with planning, facilitating, and implementing assessment and accreditation strategies that advance and accomplish the mission of the university. Maintain ongoing communication with appropriate faculty and staff regarding accreditation and assessment initiatives. Support initiatives relevant to data collection, management, analysis, and report writing.

Senior Philanthropy Officer
Works with the Chief Advancement Officer in building and sustaining successful relationships with students, alumni, major donors, and supporters. Strategize and implement the annual campaign, major gifts campaign, planned giving program, membership initiatives, and special campaigns; help design and implement donor recognition events, and publication of fundraising materials.

Senior Grants Management Officer
Coordinates with the Chief Advancement Officer in researching, writing, and submitting federal and private grant applications. This position also manages all recognition, reporting, and accountability for grant funding.

Simulations Operator
Responsible for preparing and collaborating with faculty to schedule simulation events, supporting students and faculty during simulations, managing program evaluations, and providing technical support for standardized patient scheduling and platform training. Supports immersive simulation experience and has no responsibility for providing direct care to patients. Works closely with the Academic Affairs department.

Strategic Communications and Public Relations Manager
Develop and execute comprehensive University-wide communications and media strategy that engages and informs key stakeholders and ensures cohesive messaging and branding. Develop and execute communications plans for all events and initiatives as appropriate in collaboration with diverse stakeholders.

Sous Chef
Assists in leading the cleanliness, inventory, and overall operation of the upper level of the dining facility with a primary focus to the Food Services and kitchen operation in accordance with current federal, state, and local standards, guidelines and regulations governing the facility. Responsible for assisting the Food Services Manager in planning and execution of all dining and catering services to include special events and programming.

Student Services Coordinator
Coordinates planning materials, online programming for students, preparatory information sessions, and evaluation surveys for student orientation.
Student Council liaison between students and FNU staff and faculty.
Coordinates annual commencement ceremony.

Support Analyst
Provide technical support for students, faculty, and staff. IT owner of an area within IT, for example Infrastructure or Networking.

Systems and Network Administrator
A member of the Enterprise Infrastructure team that plays a critical role in managing and maintaining our cloud and on-premises enterprise infrastructure to ensure the reliability, security, and optimal performance of our systems.

Systems Librarian

Administers and maintains the digital systems of the FNU library. This includes the management of the library's online presence, such as the institutional repository and the library's website, and web services.
The Digital Resources Coordinator will also perform other technical and public services tasks relative to library operation.

VA and Scholarship Administrator

Serves as the University's SCO (School Certifying Official) for veteran educational benefits and the primary administrator of the University's scholarship program.

Course Numbering System

N400-499	Nursing Courses that Supplement the Program of Study
PC600-699	Program Core Courses for MSN and Post-Graduate Certificate
PC700-799	Program Core Courses for MSN, Post-Graduate Certificate, and DNP*
MH700-799	Psych-Mental Health Nurse Practitioner Courses for MSN and Post-Graduate Certificate
NM600-799	Nurse-Midwifery Courses for MSN and Post-Graduate Certificate
NP & FNP 600-799	Nurse Practitioner Courses for MSN and Post-Graduate Certificate
WH600-799	Women's Health Courses for MSN and Post-Graduate Certificate
N700-799	Doctor of Nursing Practice Courses
DNP800-899	Doctor of Nursing Practice Courses

**From January 2014 through March 2024, the PC700-799 curriculum was redesigned to include both MSN and DNP Essentials in these courses.*

Course Descriptions

Active Courses

DNP800 Nurse as Educator (3)

Students examine the role of the DNP-prepared advanced practice nurse as a clinical nurse educator. Emphasis is on: facilitation of learning in the healthcare environment; effective interpersonal communication and collaborative interprofessional relationships; facilitation of learner development and socialization; implementation of evidence-based clinical teaching strategies and theory-based instruction; implementation of evidence-based clinical assessment and evaluation strategies; application of legal and ethical principles to create a safe learning environment; modeling of respect for diversity among learners, members of the healthcare team, professional colleagues, clients, and family members; and modeling of reflective practice, self-care, and coping skills. Didactic Credit: 3
Prerequisite: **Admission to DNP program**

DNP801 Fundamentals of Business and Finance in Advancing Healthcare (3)

The impact of quality assurance and quality improvement principles on financial responsibility will be analyzed. The course guides the student to produce an actionable business plan that addresses a health care need within students' communities. Students will attain knowledge and skills to analyze social and economic factors, apply financial concepts, and formulate innovative strategies to affect change within the context of health care. Students will be introduced to topics related to entrepreneurship, financial management, and analysis, including the language and basic concepts of cost, the budgeting process, and systems of reimbursement. Didactic Credit: 3
Prerequisite: **Admission to the DNP program (or permission as a non-matriculating student**

DNP 802 Population Health (3)

Students will focus on the use of epidemiological methods to examine health-related states and events and evaluate population health. The concepts of health promotion, disease prevention, risk reduction, and disaster preparedness are explored along with theories of disease causation and progression. Students learn to measure health and manage health data, create data files and data dictionaries, perform descriptive and inferential data analyses, interpret graphic displays, and health statistics. Emphasis is on the critical evaluation and translation of epidemiological research findings to improve population health. Didactic Credit: 3
Prerequisite: **Admission to Frontier Nursing University**

DNP803 Ethics and Health Policy (3)

Advanced practice nurses lead social justice efforts, analysis of ethical issues, and review of policy. Students will apply scholarly and leadership skills, in the policy and practice arenas, to improve the health of individuals and communities through self-reflection, policy critique, and ethical analysis. Didactic Credit: 3
Prerequisite or concurrent: **DNP802**

DNP804 Advanced Evidence-Based Practice in Nursing (3)

Identification, critical appraisal, and synthesis of relevant, high-quality peer-reviewed literature are essential to improve health outcomes. Students apply their evidence-based practice skills to identify various types of literature, then evaluate the relevance, quality, and application of the evidence to a chosen population health and health system's needs. Assignments and learning activities are designed to enhance the student's ability to responsibly utilize evidence to improve healthcare outcomes and systems. Didactic Credit: 3
Prerequisite: **Admission to DNP program (or permission as non-matriculating student)**

DNP805 Leadership and Organizational Dynamics (3)

This course examines the leadership role of the nurse as one that influences health care delivery through leadership theories and principles. Focus is on leadership approaches, principles, competencies, styles with emphasis on teamwork, communication, decision-making, and the business realities of leading within a health care system. Theories and issues related to leadership, organizational processes, organizational change, strategic planning, and interpersonal group dynamics are examined. Didactic Credit: 3
Prerequisite: **DNP801, DNP802;** Pre or Co-requisite: **DNP800, DNP804;** Co-requisite: **DNP850**

DNP850 DNP Scholarly Project Preparation (1)

This course provides foundational preparation for students to effectively develop their DNP clinical project courses in subsequent terms. Students will identify a suitable clinical site, stakeholders, opportunities for a quality improvement (QI) project, and obtain team buy-in of a clinical practice gap. Additionally, students will explore the role of DNP leaders in the maintenance of a healthy work environment and the prevention of professional burnout. This course is repeatable a maximum of three (3) times. This course is graded on the S/U (satisfactory/unsatisfactory) system. Clinical Credit: 1
Prerequisite: PC711/**DNP 800 Co-requisite: DNP 800 for DNP Companion students only**

DNP851 DNP Scholarly Project Planning (4)

~~This course exposes students to the latest evidence-based clinical practice resources, clinical safety, and systems analysis tools, as well as interprofessional, collaborative learning networks. Students demonstrate competence with clinical scholarship related to care of individuals, families and populations while exploring the fundamental processes of information literacy, family centered systems, and systems level safety. Learners are guided through the process of planning a quality improvement project within a healthcare delivery system to translate evidence into practice. Students apply quality improvement theories, processes and methods and gain practical experience with the fundamentals of systems improvement. Learners practice information literacy, and quality improvement process literacy while continuing to develop scholarly communication skills.~~ Students focus on improving population health at their clinical site during this course by launching the project planning phase of their identified quality improvement care gap. Students explore foundational concepts in quality improvement (QI) theory, process, and structure, and begin applying these principles within interdisciplinary teams. Through guided project planning, students will design a site-specific initiative aimed at addressing real-world healthcare challenges and advancing system-level outcomes.
Clinical Credit: 4
Prerequisite: **Admission to DNP program and completion of PC702/DNP802, PC713/DNP801, PC718/DNP804, PC728/DNP805. All students must complete PC739/DNP850 in the term immediately preceding.**

DNP852 DNP Scholarly Project Implementation (4)

This course guides students through the process of working within a healthcare delivery system to translate evidence into practice. Students use rapid cycle improvement methods to implement an evidence-based practice project throughout the term. Within interdisciplinary teams, students gain practical and academic experience with the fundamentals of systems improvement. Students complete plan, do, study, act cycles, evaluate data to inform small tests of change, and complete a clinical practicum summary. Learners practice interprofessional team building, family centered systems improvement, and practice quality improvement process literacy while continuing to develop scholarly communication skills. Clinical Credit: 4
Prerequisite: **PC740/DNP851**

DNP853 DNP Scholarly Dissemination (3)

This course is the third of a three-part series designed to develop clinical practice scholars. Students explore sustainability, spread, and scale of their DNP project. This course guides students through the dissemination phase of translating the evidence into practice. Learners demonstrate interprofessional leadership skills and best

practices in program dissemination. Students complete their DNP clinical portfolio by creating the business case for quality, value, and financial stewardship. Student learners demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve population health. Didactic Credit: 2, Clinical Credit: 1
Prerequisite: **DNP852**

DNP890 DNP Independent Study (variable)

This course is designed for students to complete supervised study related to content in DNP courses. The content varies according to individual needs and interests. This course may be completed a maximum of three (3) times under different subtitles. Credit Type: Variable
Prerequisite: **Permission of instructor**

FNP700 The Role of the Nurse Practitioner (3)

This course is designed to introduce the nurse practitioner student to the role of the advanced practice nurse in the primary healthcare setting. The evolution of the role from a historical and legislative perspective is explored. Students critically appraise the literature to improve practice. Students discuss leadership strategies that enhance nurse practitioner practice, advocacy, and interprofessional collaboration. Didactic Credit: 3
Prerequisite or concurrent: **PC701**

FNP702 Primary Care I (3)

This course focuses on the primary care management of clients across the adult lifespan. Students will integrate pathophysiology, pharmacology, physical assessment skills and use evidence-based clinical practice guidelines to assess, diagnose, and develop a strategy to manage specific medical conditions. Didactic Credit: 3
Prerequisite: **PC705, PC716, PC707**

FNP703 Gynecologic Health and Childbearing (4)

Family nurse practitioners play an integral role in optimizing gynecologic health across the lifespan through health screening, health promotion, and disease management. Students will apply the clinical decision-making process to the management of common gynecological, pregnancy, and postpartum states through a variety of learning activities. Students will appraise healthcare delivery in a context of patient-centered care, health equity, and intersectionality. Didactic Credit: 4
Prerequisite: **PC705, PC716, PC707**

FNP704 Primary Care: Pediatrics (3)

This course focuses on developmental surveillance and management of common developmental problems in children from infancy through adolescence. Family dynamics, strategies for health maintenance, anticipatory guidance, and management of common acute and chronic pediatric health problems using the evidence-based approach are emphasized. Didactic Credit: 3
Prerequisite: **PC705, PC716, PC707, FNP702**

FNP705 Primary Care II (3)

This course focuses on the synthesis and application of theory, pathophysiology, physical assessment, pharmacology, and the use of evidence-based clinical practice guidelines to assess, diagnose, and develop a strategy for primary care management of clients across the adult lifespan in the management of gastrointestinal, cardiovascular, and endocrine systems. Didactic Credit: 3
Prerequisite: **PC705, PC716, PC707**
Prerequisite or concurrent: **FNP702**

FNP706 Primary Care III (3)

Building upon pathophysiology, pharmacology, and physical assessment concepts, students focus on clinical reasoning and evidence-based guidelines to address assessment, diagnosis, and management of specific medical conditions in primary care of the adult. Management of select lower respiratory, psychiatric, and neurologic conditions will be presented. In addition, primary care of the older adult is emphasized with a focus on common geriatric syndromes. Themes relating to the role of the family nurse practitioner, effective healthcare team communication, and shared decision-making are reinforced. Didactic Credit: 3
Prerequisite: **PC705, PC716, PC707**
Prerequisite or concurrent: **FNP702**

FNP750 FNP Clinical Bound: Transition to Clinical (1)
This course refines critical thinking and diagnostic reasoning skills and provides students with an opportunity to demonstrate cognitive, affective, and psychomotor skills necessary for accurate diagnosis of health status. Lab Credit: 1
Prerequisite**: Final grades posted for all core and specialty track didactic courses; submission of a clinical site (to My Clinical Plan) that is accepted by the RCF.**

FNP712 FNP Clinical Skill I (3)
This is the first of five clinical courses providing the CFNP student the opportunity to practice health assessment skills, critical thinking, diagnostic reasoning, clinical management, and counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor and guided through an enriched virtual learning model by faculty. The student is at a beginning level and will start to apply the management process to plan the primary care for individuals across the lifespan while utilizing evidence-based practice guidelines. Clinical Credit: 3
Prerequisite: **FNP710**

FNP713 FNP Clinical Skill II (3)
This is the second of five clinical courses for the CFNP student which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced beginning level and will apply the management process to plan primary care for individuals across the lifespan while interpreting evidence-based practice guidelines. Clinical Credit: 3
Prerequisite: **FNP712 (MSN students) or FNP711 (PGC students)**

FNP714 FNP Clinical Skill III (3)
This is the third of five clinical courses for the CFNP student which provides the opportunity to practice advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an intermediate level and will apply and begin to analyze the management process to provide primary care for individuals across the lifespan while appraising evidence-based practice guidelines. The student will begin to manage individuals with more complex needs. Clinical Credit: 3
Prerequisite: **FNP713**

FNP715 FNP Clinical Skill IV (3)
This is the fourth of five clinical courses for the CFNP student which provides the opportunities to advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and comorbidities. Clinical Credit: 3
Prerequisite: **FNP714**

FNP716 FNP Clinical Skill V (3)
This is the last of the five clinical courses for the CFNP student which provides the opportunities to advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and comorbidities. Clinical Credit: 3
Prerequisite: **FNP715**

FNP717 FNP Final Comprehensive Review (1)
This course provides a comprehensive review for Family Nurse Practitioner students with the goal of preparing students for successful transition to clinical practice. Didactic Credit: 1
Prerequisite: didactic and clinical courses through **FNP714 or FNP752**
Prerequisite or concurrent: **FNP715, FNP716, FNP753**

FNP718 Nurse Practitioner Independent Study (variable)
This course is designed for students to complete supervised study related to nurse practitioner care. The content varies according to individual needs and interests. This course may be completed a maximum of three (3) times under different subtitles. Credit Type: Variable
Prerequisite: **Permission of instructor**

FNP751 Clinical Practicum I (4)
Students will refine and advance competencies gained during their didactic courses to deliver culturally safe, health-promotion-focused, cost-effective, person-centered care plans that address equity, access, safety, cost-effectiveness, and care gaps for individuals of diverse backgrounds throughout the lifespan. Students will utilize the clinical management process and information literacy competencies in planning team-based care interventions for individuals. Students will have opportunities to practice health assessment, critical thinking, leadership, clinical reasoning, and evidence-based and advanced communication skills that disrupt inequity, promote inquiry, and facilitate self-care and mutual support. Clinical credit: 4
Prerequisite: **FNP750**
Co-requisite: **FNP750**

FNP752 Clinical Practicum II (6)
Expand and strengthen clinical skills in assessment, diagnostic, and clinical decision-making of ethical, safe, accessible, evidence-based person-centered care delivery. Students will explore and evaluate opportunities to increase individual and community-level health promotion and decrease care gaps through cost-effective innovation and collaboration with community providers. Students collaborate in a team-based clinical environment to serve the community's healthcare needs while applying skills to facilitate self-care. Clinical credit: 6
Prerequisite: **FNP751**

FNP753 Clinical Practicum III (5)
Investigate how to address clients' individual needs and examine the role of culture, language, spiritual beliefs, and social determinants of health in various settings. Review the application of critical thinking through team-based interdisciplinary care at the individual and community levels. Students build upon their clinical knowledge and formulate a plan to strengthen their skills as new advanced practice providers and leaders drive change in a rapidly changing society. Clinical credit: 5
Prerequisite: **FNP752**
Prerequisite or concurrent: **FNP717**

MH701 Psychopharmacologic/Neuroscience Foundations of Mental Health Care (3)
The psychiatric mental health nurse practitioner student will examine evidence-based psychopharmacology interventions used in the treatment of mental illness across the lifespan. Emphasis is placed on neurobiological processes underlying psychopathology and psychopharmacology used in clinical decision making while engaging in a variety of learning activities. Didactic Credit: 3
Prerequisite: **Admission to FNU PC705, PC716, PC707, MH705, MH707 or permission as a non-matriculating student**

MH705 Psychiatric-Mental Health Roles and Modalities of Care (3)
This course examines the traditional and evolving roles of the psychiatric mental health care nurse practitioner. Mental health care delivery is viewed through a historical, ethical, and cultural lens. Mental health policy is discussed in relation to relevant practice standards. Scope and standards of the advanced psychiatric mental health nurse practitioner are critically appraised and reviewed. Didactic Credit: 3
Prerequisite: **PC 701 Health Promotion**

MH707 Psychiatric-Mental Health Assessment Across the Lifespan (3)
Psychiatric-mental health assessment provides the foundation for students to provide safe and effective care for all individuals across the life span. Students will practice the acquisition and analysis of relevant data to develop a comprehensive and holistic mental health assessment and subsequent diagnoses. History-taking, analysis, data

categories, and specific techniques will be utilized to identify mental health concerns and differential diagnoses in individuals across the life span. Didactic Credit: 3
Prerequisite: **Admission to FNU**
Prerequisite or concurrent: **PC705, PC716, PC707**

MH708 Principles of Psychotherapy Across the Lifespan (3)

This course describes principles of multiple psychotherapeutic modalities. Emphasis is placed on developing psychotherapeutic skills relevant to the Psychiatric Mental Health Nurse Practitioner role. This course reviews communication techniques to facilitate the therapeutic process of the patient-provider relationship across the lifespan. Didactic Credit: 3
Prerequisite: **Admission to FNU, PC705, PC716, PC707, MH707, MH705**

MH709 PMHNP Concepts: Transition to Practice (3)

This course examines approaches to care of persons across the lifespan, including evidence-based diagnosis, management, and coordination of care with integrated interdisciplinary approaches. The course focuses on mental health care and recovery, mental health advocacy, and health promotion and illness prevention, emphasizing the support network including family and community resources. Didactic Credit: 3
Prerequisite: **MH701, MH 708**

MH750 MH Clinical Bound: Transition to Clinical (1)

This course refines critical thinking and diagnostic reasoning skills. Students practice and demonstrate cognitive, affective, and psychomotor skills for assessment and diagnosis of health and mental health. Lab Credit: 1
Prerequisite: **Final grades posted for all core and specialty track didactic courses; submission of a clinical site (to My Clinical Plan) that is accepted by the RCF.**

MH712 PMHNP Clinical I (3)

This is the first of five clinical courses for the PMHNP student which provides the opportunity to practice health assessment skills, critical thinking, diagnostic reasoning, clinical management and counseling strategies across the lifespan under the supervision of a nationally certified or boarded health care provider and guided through an enriched virtual learning model by faculty. The student is at a beginning level and will start to apply the management process to coordinate health care delivery and plan the mental health care for individuals and families across the lifespan using theoretical and recommended practice guidelines for psychiatric-mental health care. Clinical Credit: 3
Prerequisite: **MH710**

MH713 PMHNP Clinical II (3)

This is the second of five clinical courses for the PMHNP student which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified or boarded health care provider preceptor. The student is at an advanced beginning level and will apply the management process to coordinate the primary care for individuals and families across the lifespan using theoretical and recommended practice guidelines for psychiatric-mental health care. Clinical Credit: 3
Prerequisite: **MH712 (MSN students) or MH711 (PGC students)**

MH714 PMHNP Clinical III (3)

This is the third of five clinical courses for the PMHNP student which provides the opportunity to practice advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified or boarded health care provider preceptor. The student is at an intermediate level and will apply and begin to analyze the management process to coordinate the primary care for individuals and families across the lifespan using theoretical and recommended practice guidelines for psychiatric/mental health care. The student will begin to manage individuals with more complex needs. Clinical Credit: 3
Prerequisite: **MH713**

MH715 PMHNP Clinical IV (3)

This is the fourth of five clinical courses for the PMHNP student which provides the opportunities to advanced

health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified or boarded health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to coordinate primary care for individuals and families across the lifespan while evaluating theoretical and recommended practice guidelines for psychiatric mental health care. The student will manage individuals with more complex needs and comorbidities. Clinical Credit: 3
Prerequisite: **MH714**

MH716 PMHNP Clinical V (3)

This is the last of the five clinical courses for the PMHNP student which provides the opportunities to advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified or boarded health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to coordinate primary care for individuals across the lifespan while evaluating theoretical and recommended practice guidelines for psychiatric-mental health care. The student will manage individuals with more complex mental health needs and comorbidities. Clinical Credit: 3
Prerequisite**: MH715**

MH717 PMHNP Final Comprehensive Review (1)

This course is a comprehensive review of program content for the Psychiatric-Mental Health Nurse Practitioner student. It is taken as a didactic course in the last clinical term. The course offers an opportunity for students to assess preparedness for board certifying exams. Didactic Credit: 1
Prerequisite: didactic and clinical courses through **MH714 or MH752**
Prerequisite or concurrent:**MH715, MH716, MH753**

MH718 Psych-Mental Health Independent Study (variable)

This course is designed for students to complete supervised study related to psychiatric-mental health nurse practitioner care. Course content varies according to student needs and interests. This course may be completed a maximum of three (3) times under different subtitles. Credit Type: Variable
Prerequisite: **Permission of instructor.**

MH720 Substance Use Disorder and Contemporary Issues in Mental Health (3)

When partnering with underserved, vulnerable, and traumatized individuals, emotional intelligence, reflective practice, and clinical reasoning are critical skills of the PMHNP. Students will explore the theoretical and foundational knowledge required of the advanced practice nurse to care for persons with substance use disorders and address contemporary issues in mental health. Through discussion, quizzes, reflection, and writing assignments, students will examine the impact of bias on patient care, the unique needs of special populations, and the role of forensics in PMHNP practice. Didactic Credit: 3
Prerequisite: **MH701, MH708**

MH751 Clinical Practicum I (4)

Students will refine and advance competencies gained during their didactic courses to deliver culturally safe, health-promotion-focused, cost-effective, person-centered care plans that address equity, access, safety, cost-effectiveness, and care gaps for individuals of diverse backgrounds throughout the lifespan. Students will utilize the clinical management process and information literacy competencies in planning team-based care interventions for individuals. Students will have opportunities to practice health assessment, critical thinking, leadership, clinical reasoning, and evidence-based and advanced communication skills that disrupt inequity, promote inquiry, and facilitate self-care and mutual support. Clinical credit: 4
Prerequisite: **MH750**
Co-requisite: **MH750**

MH752 Clinical Practicum II (6)

Expand and strengthen clinical skills in assessment, diagnostic, and clinical decision-making of ethical, safe, accessible, evidence-based person-centered care delivery. Students will explore and evaluate opportunities to increase individual and community-level health promotion and decrease care gaps through cost-effective

innovation and collaboration with community providers. Students collaborate in a team-based clinical environment to serve the community's healthcare needs while applying skills to facilitate self-care. Clinical credit: 6
Prerequisite: **MH751**

MH753 Clinical Practicum III (5)
Investigate how to address clients' individual needs and examine the role of culture, language, spiritual beliefs, and social determinants of health in various settings. Review the application of critical thinking through team-based interdisciplinary care at the individual and community levels. Students build upon their clinical knowledge and formulate a plan to strengthen their skills as new advanced practice providers and leaders driving change in a rapidly changing society. Clinical credit: 5
Prerequisite:**MH752**
Prerequisite or concurrent:**MH717**

N400 Health Assessment (3)
The focus of the course is to enhance the health assessment knowledge, attitudes, and psychomotor skills of the Registered Nurse. The holistic approach in history taking and physical examination serves as the foundation for clinical practice of the advanced practice nurse and incorporates age, developmental status, and culture with evidence-based practice. Didactic Credit: 3
Prerequisite: **None**

NM700 The Role of the Nurse-Midwife in Health Care Delivery Systems (3)
This course explores the history of nurse-midwifery in the United States and is designed to orient students to the roles, settings, responsibilities, and requirements for certified nurse-midwife (CNM) practice. The course will explore how interdisciplinary team relationships and professional organizations influence midwifery scope of practice, as well as how regulations affect the profession’s ability to respond to the health needs of communities. After examining demographics, key health indicators, and disparities in their home communities, students will identify existing and potential evidence-based strategies to address community needs. Didactic Credit: 3
Prerequisite: **None**
Prerequisite or Concurrent: **PC701**

NM701 Gynecologic Health (3)
Students will participate in learning activities designed to increase clinical reasoning and management skills while learning foundational concepts in the provision of person-centered gynecologic health care across the lifespan. Emphasis is placed on recognizing and supporting normal developmental transitions (menarche, menopause) and the wide range of healthy sexual functioning and reproductive life planning needs. Shared decision making is practiced to create individualized care plans for people with common gynecologic concerns and needs that consider socioeconomic, cultural, and political contexts. Students will work through diagnostic and management challenges to improve skills in addressing complexity. Didactic Credit: 3
Prerequisite: **NM703**
Prerequisite or concurrent: **NM702**

NM702 Care During Normal Pregnancy (3)
Providing holistic care before and during pregnancy promotes optimal health and improves maternal and neonatal outcomes. In this didactic course, nurse-midwifery and women's health nurse practitioner students explore the components of care for clients during the preconception period and during healthy, uncomplicated pregnancies. Students explore this content through a series of essential questions. At each visit, how do midwives and WHNPs: Assess maternal well-being and determine normalcy; assess fetal well-being and determine normalcy; determine current gestational age; promote health; provide anticipatory guidance; promote health equity, dismantle systemic racism, and provide anti-racist care; incorporate patient-centered care; and consider the strength of evidence for what we do? Didactic Credit: 3
Prerequisite: **PC705, PC716, PC707**
Prerequisite or concurrent: **NM703**

NM703 Primary Care for Midwives & Women’s Health Care Nurse Practitioners (3)
This course focuses on the primary care management of clients seeking care from midwives and women’s health nurse practitioners. Students apply health promotion, pathophysiology, pharmacology, and physical assessment

skills to the diagnosis and management of specific medical conditions. Students use current evidence and evidence-based clinical practice guidelines to develop patient-centered plans of care with a focus on patient education and shared decision-making. Didactic Credit: 3
Prerequisite: **PC705, PC707, PC716**

NM704 Midwifery Care during Labor and Birth (3)

Midwifery care during labor and birth is based on theoretical foundations, evidence, and shared decision making. Students evaluate and apply these concepts to formulate plans for uncomplicated labor and birth based on appropriate data and accurate diagnoses. Didactic Credit: 3
Prerequisite: **PC705, PC716, PC707**
Prerequisite or concurrent: **NM703**

NM705 Postpartum and Newborn Care (3)

Students formulate care plans and educate the healthy postpartum client, newborn, and family through a series of essential questions. During the immediate postpartum time frame through the first year, students will use the lens of: how do midwives monitor safe care, defend normal physiological and psychological postpartum adaptations, identify and reflect on the social determinants of health and how our bias's affect healthcare, apply effective care, and promote client-centered care? Didactic Credit: 3
Prerequisite: **PC705, PC716, PC707**
Prerequisite or concurrent: **NM703**

NM706 Advanced Midwifery Care in the Perinatal and Neonatal Period (4)

Comprehensive midwifery care includes anticipating, identifying, and managing antepartum, intrapartum, postpartum, and newborn complications. Evidence-based practice and clinical reasoning skills are utilized as students participate in activities that identify subjective and objective data, diagnoses, and management strategies for commonly encountered complications with attention to cultural humility, shared decision making, interprofessional collaboration and professionalism. Didactic Credit: 4
Prerequisite: **NM702, NM704, NM705**

NM750 NM Clinical Bound: Transition to Clinical (1)

This course contains didactic and clinical content designed to provide an opportunity for students to apply knowledge and to practice women's health, antepartum, intrapartum, immediate postpartum, and newborn skills. Students will demonstrate skills for the promotion and maintenance of women's health, the management of common female reproductive and sexual health problems, suturing, hand maneuvers for normal birth and third stage, management of select intrapartum and immediate postpartum complications, and variations of normal. Students will demonstrate care for newborns, including a normal newborn examination, based on current guidelines**.** Lab Credit: 1
Prerequisite: **Final passing grades posted for all core and specialty track didactic courses; submission of a clinical site (to My Clinical Plan) that is accepted by the RCF.**

NM712 Nurse-Midwifery Clinical I (3)

This is the first of five clinical courses for the nurse midwifery student, which provides the opportunity to practice health assessment skills, critical thinking, diagnostic reasoning, clinical management and counseling strategies across the lifespan under the supervision of a nationally certified and boarded health care provider preceptor and guided through an enriched virtual learning model by faculty. The student is at a beginning level and will start to apply the management process to coordinate an individual's primary, gynecological, and pregnancy-related needs using theoretical and evidence-based practice guidelines for midwifery care. Clinical Credit: 3
Prerequisite: **NM710**

NM713 Nurse-Midwifery Clinical II (3)

This is the second of five midwifery clinical courses in which content learned in the foundational and management courses is applied. Students use sound rationale in applying the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **NM712 (MSN students) or NM711 (PGC students)**

NM714 Nurse-Midwifery Clinical III (3)
This is the third of five midwifery clinical courses in which content learned in the foundational and management courses is applied. Students demonstrate sound judgment in applying the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle, with appropriate consultation, collaboration and referral as indicated by client needs. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **NM713**

NM715 Nurse-Midwifery Clinical IV (3)
This is the fourth of five midwifery clinical courses in which content learned in the foundational and management courses is applied. Students are becoming independent in applying the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle, with appropriate consultation, collaboration and referral as indicated by client needs. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **NM714**

NM716 Nurse-Midwifery Clinical V (3)
This is the fifth and final midwifery clinical course in which content learned in the foundational and management courses is applied. The student is able to independently apply the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle, and to appropriately handle emergency situations. Parameters for safe practice are integrated, and practice scope is delineated for a safe and competent, beginning nurse-midwife. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **NM715**

NM717 Nurse-Midwifery Final Comprehensive Review (1)
Success on board certification and the comprehensive exam is influenced by preparation, self-assessment, and remediation. Students utilize the core practice competencies and advanced practice essentials to guide preparation for exams and review. Didactic Credit: 1
Prerequisite: didactic and clinical courses through **NM714 or NM752**
Prerequisite or concurrent: NM**715, NM716, NM753**

NM718 Nurse-Midwifery Independent Study (variable)
This course is designed for students to complete supervised study related to nurse-midwifery care. The content varies according to individual needs and interests. This course may be completed a maximum of three (3) times under different subtitles. Credit Type: Variable
Prerequisite: **Permission of Instructor**

NM751 Clinical Practicum I (4)
Students will refine and advance competencies gained during their didactic courses to deliver culturally safe, health-promotion-focused, cost-effective, person-centered care plans that address equity, access, safety, cost-effectiveness, and care gaps for individuals of diverse backgrounds throughout the lifespan. Students will utilize the clinical management process and information literacy competencies in planning team-based care interventions for individuals. Students will have opportunities to practice health assessment, critical thinking, leadership, clinical reasoning, and evidence-based and advanced communication skills that disrupt inequity, promote inquiry, and facilitate self-care and mutual support. Clinical credit:4
Prerequisite: **NM750**
Co-requisite: **NM750**

NM752 Clinical Practicum II (6)
Expand and strengthen clinical skills in assessment, diagnostic, and clinical decision-making of ethical, safe, accessible, evidence-based person-centered care delivery. Students will explore and evaluate opportunities to

increase individual and community-level health promotion and decrease care gaps through cost-effective innovation and collaboration with community providers. Students collaborate in a team-based clinical environment to serve the community's healthcare needs while applying skills to facilitate self-care. Clinical credit: 6
Prerequisite: **NM751**

NM753 Clinical Practicum III (5)

Investigate how to address clients' individual needs and examine the role of culture, language, spiritual beliefs, and social determinants of health in various settings. Review the application of critical thinking through team-based interdisciplinary care at the individual and community levels. Students build upon their clinical knowledge and formulate a plan to strengthen their skills as new advanced practice providers and leaders driving change in a rapidly changing society. Clinical credit: 5
Prerequisite: **NM752**
Prerequisite or concurrent: **NM717**

PC701 Foundations of Equitable Care and Health Promotion (3)

Foundations of Equitable Care and Health Promotion prepares students with foundational knowledge and skills to advance health equity and provide evidence-based, culturally safe patient care**.** Theories and tools for promoting health at the individual, community, and population levels are introduced with a focus on social determinants of health. Students practice communication skills to build therapeutic relationships with patients and to enhance interprofessional collaboration. Reflective practice is introduced to enhance knowledge integration and self-awareness as a foundation for professional development. By the end of the course, students will be able to apply their knowledge to effectively support behavior change and promote health for diverse individuals and populations. Didactic Credit: 3
Prerequisite: **Admission to Frontier Nursing University (or permission as non-matriculating student)**

PC705 Advanced Pathophysiology (3)

Pathophysiology for Primary Care provides the student advanced practice nurse with a scientific basis for practice. This course presents an integrated approach to Pathophysiology that demonstrates the interdependence of body systems and the effects of key pathophysiologic processes. Clinical content is included as an application of Pathophysiology and will assist the student to understand the disease processes and genetic/cultural/ethnic variables. Didactic Credit: 3
Prerequisite: **Admission to FNU (or permission as non-matriculating student)**

PC707 Advanced Pharmacology Across the Lifespan (3)

Safe, person-centered, and evidence-based prescribing is a core competency for Advanced Practice Registered Nurses. Students will understand classes of drugs for common conditions across the lifespan with an emphasis on the principles of safe, effective, and legal prescribing. Students will recognize the pharmacokinetics and pharmacodynamics of medications, therapeutic indications, potential adverse effects, drug interactions, and considerations for diverse populations through learning activities. Students will identify ethical, legal, and regulatory guidelines that inform prescribing. By the end of the course, students will safely and effectively use point of care resources and be ready to build upon the knowledge gained in this course in subsequent program specific courses. Didactic Credit: 3

Prerequisite: **Admission to FNU (or permission as non-matriculating student)**
Prerequisite or concurrent: **PC705, and either PC706 or PC716**

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

This course presents the comprehensive and holistic examination of the person across the lifespan by the advanced practice nurse, utilizing current evidence for patient-centered interviewing, physical exam, clinical reasoning, and the effect of bias on patient outcomes. Psychomotor skills for the advanced practice nurse are evaluated. Didactic Credit: 4
Prerequisite: **Admission to FNU (or permission as a non-matriculating student); and N400 or a 3-credit physical assessment course that satisfies FNU requirements**

Co-requisite: PC705

PC719 Psych Concepts for APRN (3)

APRNs frequently encounter patients with mental health concerns in primary care practice. Familiarity with the knowledge and skills needed to care for this patient population is an integral part of providing comprehensive patient-centered care. Students will be introduced to the lived experiences of people with common mental health diagnoses; identify essential community mental health resources; learn to form therapeutic relationships while practicing self-care; and identify screening methods, diagnostic criteria, and pharmacologic and non-pharmacologic management of commonly encountered psychiatric disorders. Didactic Credit: 3
Prerequisite or concurrent: **FNP700, WH700, NM700, PC707**

PC780 MSN/PGC Independent Study (variable)

This course is designed for students to complete supervised study related to content in MSN/PGC level PC courses. The content varies according to individual needs and interests. This course may be completed a maximum of three (3) times under different subtitles. Credit Type: Variable
Prerequisite: **Permission of instructor**

WH700 Role of the Women's Health Nurse Practitioner (3)

This course is designed to introduce the nurse practitioner student to the role of the advanced practice nurse in the primary healthcare setting. The evolution of the role from a historical and legislative perspective is explored. Students critically appraise the literature to improve practice. Students discuss leadership strategies that enhance nurse practitioner practice, advocacy, and interprofessional collaboration. Didactic credit: 3
Pre-requisite: PC701

WH707 Antepartum Complications and Comprehensive Postpartum Care (4)

Women's healthcare nurse practitioners utilize evidence-based practice and clinical reasoning skills to deliver person centered care from puberty through the adult lifespan. Students utilize the clinical decision-making process during learning activities that include commonly encountered conditions and complications during the perinatal and postpartum periods. Cultural humility, shared decision making, interprofessional collaboration, and professionalism principles are incorporated into all course learning activities. Didactic Credit: 4
Prerequisite: **NM702**

WH750 WH Clinical Bound: Transition to Clinical (1)

This course provides the student with the opportunity to learn and practice women's health care skills synchronously with faculty and peers. Students will apply and further develop their skills for assessment and management of gynecological conditions, antepartum and postpartum conditions, initial evaluation of labor status, and provision of evidence-based client education. Students will also learn and practice suturing and common office procedures and will learn basic examination skills for the male reproductive system. Women's health care skills will be furthered by participation in simulated clinic visits. Lab Credit: 1
Prerequisite: **Final grades posted for all core and specialty track didactic courses (with the exception of DNP801); submission of a clinical site (to My Clinical Plan) that is accepted by the RCF.**

WH712 Women's Health Clinical I (3)

This is the first of five clinical courses for the CWHNP which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/counseling strategies across the lifespan, including gynecologic health and the childbearing cycle, under the supervision of a nationally certified health care provider preceptor and guided through an enriched virtual learning model by faculty. The student is at a beginning level and will start to apply the management process to plan the primary, gynecologic, and childbearing care for individuals across the lifespan while utilizing evidence-based practice guidelines. Clinical Credit: 3
Prerequisite: **WH710**

WH713 Women's Health Clinical II (3)

This is the second of three clinical courses in which content learned in the foundational and management courses is applied. Students demonstrate sound judgment in applying the management process to the care of women

throughout the lifespan, including the childbearing cycle, with appropriate consultation, collaboration and referral as indicated by client needs. Clinical Credit: 3
Prerequisite or concurrent: **WH712 (MSN students) or WH711 (PGC students)**

WH714 Women's Health Clinical III (3)

This is the third clinical course in which content learned in the foundational and management courses is applied. The student is able to independently apply the management process to the care of women throughout the lifespan, including the childbearing cycle. Parameters for safe practice are integrated, and practice scope is delineated for a safe and competent, beginning nurse practitioner. Clinical Credit: 3
Prerequisite or concurrent: **WH713**

WH715 Women's Health Clinical IV (3)

This is the fourth of five clinical courses for the CWHNP student which provides the opportunities to advance health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and comorbidities. Clinical Credit: 3
Prerequisite or concurrent: **WH714**

WH716 Women's Health Clinical V (3)

This is the last of five clinical courses for the CWHNP student which provides the opportunities to advance health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and comorbidities. Clinical Credit: 3
Prerequisite or concurrent: **WH715**

WH717 Women's Healthcare Final Comprehensive Review (1)

Success on board certification and the comprehensive exam is influenced by preparation, self-assessment, and remediation. Students utilize the core practice competencies and advanced practice essentials to guide preparation for exams and review. Didactic Credit: 1
Prerequisite: didactic and clinical courses through **WH714 or WH752**
Prerequisite or concurrent: WH**715, WH716, WH753**

WH718 Women's Health Independent Study (variable)

This course is designed for students to complete supervised study related to nurse practitioner care. The content varies according to individual needs and interests. This course may be completed a maximum of three (3) times under different subtitles. Credit Type: Variable
Prerequisite or concurrent: **Permission of Instructor**

WH751 Clinical Practicum I (4)

Students will refine and advance competencies gained during their didactic courses to deliver culturally safe, health-promotion-focused, cost-effective, person-centered care plans that address equity, access, safety, cost-effectiveness, and care gaps for individuals of diverse backgrounds throughout the lifespan. Students will utilize the clinical management process and information literacy competencies in planning team-based care interventions for individuals. Students will have opportunities to practice health assessment, critical thinking, leadership, clinical reasoning, and evidence-based and advanced communication skills that disrupt inequity, promote inquiry, and facilitate self-care and mutual support. Clinical credit: 4
Prerequisite: **WH750**
Co-requisite: **WH750**

WH752 Clinical Practicum II (6)

Expand and strengthen clinical skills in assessment, diagnostic, and clinical decision-making of ethical, safe,

accessible, evidence-based person-centered care delivery. Students will explore and evaluate opportunities to increase individual and community-level health promotion and decrease care gaps through cost-effective innovation and collaboration with community providers. Students collaborate in a team-based clinical environment to serve the community's healthcare needs while applying skills to facilitate self-care. Clinical credit: 6
Prerequisite: **WH751**

WH753 Clinical Practicum III (5)

Investigate how to address clients' individual needs and examine the role of culture, language, spiritual beliefs, and social determinants of health in various settings. Review the application of critical thinking through team-based interdisciplinary care at the individual and community levels. Students build upon their clinical knowledge and formulate a plan to strengthen their skills as new advanced practice providers and leaders driving change in a rapidly changing society. Clinical credit: 5
Prerequisite: **WH752**
Prerequisite or concurrent: **WH717**

Retired Courses

MH702 Psychotherapy Foundations of Mental Health Care (3) [RETIRED]

This course presents essential knowledge and models to support the nurse psychotherapist role. Emphasis is placed on holistic conceptualization of mental health care of individuals and groups across the lifespan. This course reviews communication theories to facilitate the therapeutic process of the nurse-patient relationship. Didactic Credit: 3
Prerequisite: **PC705, PC706, PC707, MH703, MH705**

MH703 Psychiatric-Mental Health Care of Individuals & Groups (3) [RETIRED]

The focus of this course for the psychiatric advanced practice nurse is the theoretical and foundational knowledge required to develop diagnostic assessment of individuals with mental disorders across the lifespan. Didactic Credit: 3
Prerequisite: **PC705, PC706, PC707**

MH704 Psychiatric Care of Serious Mental Illness & Vulnerable Populations/Families (3) [RETIRED]

This course examines evidence-based care of individuals with serious mental illnesses and emotional disorders, including treatment-resistant and/or relapsing illness. The course focuses on mental health care and recovery, including mental health advocacy, health promotion and illness prevention in the context of the support network, family, and community, with particular attention to persons in underserved and rural populations. Didactic Credit: 3
Prerequisite: **MH701, MH 702**

MH706 Integrating Psychiatric-Mental Health Care (3) [RETIRED]

This course examines integrated approaches to care of persons across the lifespan, including evidence-based diagnosis, management, and coordination of care with collaborative interdisciplinary approaches. Health needs are viewed in the context of the person’s habitat and support network, requiring integration of care across multiple health delivery and social support systems. Emphasis is placed on nursing contributions in integrated care at the registered and advanced practice nursing roles. Models for consultation-liaison nursing are explored, as well as telehealth strategies for quality health care delivery. Didactic Credit: 3
Prerequisite: **MH701, MH702**

MH710 Skills for Psych-Mental Health NP Care (2) [RETIRED]

This course refines critical thinking and diagnostic reasoning skills. Students practice and demonstrate cognitive, affective, and psychomotor skills for assessment and diagnosis of health and mental health. Didactic Credit: 2
Prerequisite: **Final passing grades posted for all core and specialty track didactic courses; submission of a clinical site (to My Clinical Plan) that is accepted by the RCF.**

N404 Statistics (3) [RETIRED]
This course provides the foundation for using statistical concepts to evaluate research for use in evidence-based practice. Students will learn descriptive statistics, sampling techniques, types of errors, probability theory and the concepts of measurement, reliability and validity, and hypothesis testing. Students will use the statistical software package, SPSS™, to analyze data and interpret results using common inferential statistical tests, such as the t-test, ANOVA, correlation, simple linear regression, as well as chi square and other nonparametric tests. Didactic Credit: 3
Prerequisite: **None**

N405 Nursing Theory (3) [RETIRED]
This course introduces the student to the major nurse theorists and gives an overview of nursing theory. The course is designed to prepare students to utilize the literature to examine the relationship of theory to research and practice and reflect on nursing theories that have personal significance for them in their practice. Didactic Credit: 3
Prerequisite: **None**

N406 Leadership (3) [RETIRED]
This course will examine the leadership role of the nurse as one that influences the health of individuals, families, and communities. Focus of course content is on leadership skills as they apply to leadership potential. Leadership theories are examined and applied to promote ethical care and effective leadership during times of conflict. Didactic Credit: 3
Prerequisite: **Admission to ADN Bridge Entry Option**

N408 Community Health Nursing (3) [RETIRED]
This course will focus on the concepts of community health nursing. Emphasis is placed on developing a tool to assess community health with a goal of improving the health of an aggregate population. Didactic Credit: 3
Prerequisite: **N406**

N409 Community Health Nursing Practicum (3) [RETIRED]
This course will focus on community health nursing practicum experiences within a designated community setting that are designed to develop beginning skills in interprofessional coalition building and collaboration. Students will utilize the community assessment findings from N408 Community Health Nursing to develop a plan to address the health needs of an aggregate population. Didactic Credit: 1, Clinical Credit: 2
Prerequisite: **N408**

N410 Nursing Research (3) [RETIRED]
This course focuses on the understanding of the research process and the identification, interpretation, and the utilization of credible research evidence to improve nursing care in primary care practice. Various approaches to the research process are explored. Ethical, moral, and legal issues related to nursing research in advanced practice are considered. Didactic Credit: 3
Prerequisite: **N404**
Prerequisite or concurrent: **N405**

N599 Advanced Clinical Practicum in Women's Health Care (4) [RETIRED]
This clinical course provides the opportunity for the student to focus on critical thinking/diagnostic reasoning and clinical management/ counseling skills in providing health and illness care to women in a primary care setting. This intensive clinical experience allows nurse- midwives to further integrate women's health and primary care didactic and clinical knowledge and skills. Focus includes health promotion and disease prevention for women across the lifespan, and the diagnosis and management of common primary care problems with emphasis on gynecologic concerns. The student is expected to begin the management of more complex health issues and to demonstrate increasingly complex clinical judgment. N599 requires 90 hours of primary care and 90 hours of women's health care supervised clinical experience. Students are encouraged to seek opportunities to advance and build on their current clinical skills. Of the required 180 clinical hours, a total of 72 hours can be spent with an MD if desired. Clinical Credit: 4
Prerequisite: **This course is open only to CNEP graduates prior to Class 30 with a Master's Degree.**

N702 Evidence-Based Practice I (3) [RETIRED]

In this course, the theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing and health care practice will be discussed. The ethical, legal, cultural, and financial implications of evidence based advanced nursing practice will be integrated into the discussion. Students will explore literature related to their selected health care issues and will identify and refine their Capstone Project goals. Didactic Credit: 3
Prerequisite: **None**

N703 Evidence-Based Practice II (3) [RETIRED]

This course focuses on the conduct of clinical scholarship. Content includes transformational research approaches and evidence-based practice processes. Students will continue the development of their Capstone Project proposal utilizing theoretical approaches and empirical evidence, including health outcomes data. An implementation plan for the DNP project will be defined. Didactic Credit: 3
Prerequisite: **PC702, N702**

N704 Leadership and Organizational Theory 3 [RETIRED]

This course examines the leadership role of the nurse as one that influences health care delivery and policy decision-making. Focus is on transformational leadership, measurement of outcomes, data driven decision-making, and the business realities of leading within health care system. Theories and issues related to leadership, organizational processes, organizational change, strategic planning, and interpersonal group dynamics are examined. Didactic Credit: 3
Prerequisite: **PC702, PC718**

N705 Ethics and Health Care Policy (3) [RETIRED]

In the first part of this course, the students will apply an ethical model to case study, in order to understand the ethical considerations related to health policy and healthcare research. Students will analyze health policy and its impact on primary care delivery systems. Issues examined will include ethics, advocacy for social justice, health disparities, equity in relation to health care policy, access, quality, and financing. Students will learn strategies for engaging in the process of health care policy development. Didactic Credit: 3
Prerequisite: **PC702, PC718**

N706 Evidence Based Practice and Information Technology (3) [RETIRED]

This course emphasizes the use of computerized systems in clinical evaluation and practice. Students will examine the social, ethical, and legal issues associated with information technology in a healthcare environment. Didactic Credit: 3
Prerequisite: **PC702, PC718**

N711 DNP Practicum I (4) [RETIRED]

This course provides leadership experiences in a healthcare setting commensurate with the student's advanced practice area. It provides an opportunity for students to further synthesize learning gained through the program, effectively incorporating new knowledge and skills to expand their advanced practice. Students will select a clinical site that is relevant to the development and implementation of their DNP Project. Clinical Credit: 4
Prerequisite: **PC702, N702, N703, N720A, N720B**

N712 DNP Practicum II (4) [RETIRED]

This practicum includes leadership experiences designed to allow the student to explore, identify and develop expertise in the chosen DNP project area and reflect upon and develop innovative solutions for complex healthcare problems. Students will select a practicum site that is relevant to the development of deep knowledge in their chosen DNP project area. Clinical Credit: 4
Concurrent: N720C

N720A DNP Project (1) [RETIRED]

The purpose of the DNP Project is to provide the student the opportunity to complete an in-depth analysis and synthesis of a selected health care issue that will contribute to the improvement of a health care practice or system. Students will be expected to integrate. Didactic Credit: 1

N720B DNP Project (1) [RETIRED]

The purpose of the DNP Project is to provide the student the opportunity to complete an in-depth analysis and synthesis of a selected health care issue that will contribute to the improvement of a health care practice or system. Students will be expected to integrate. Didactic Credit: 1

N720C DNP Project (2) [RETIRED]

The purpose of the DNP Project is to provide the student the opportunity to complete an in-depth analysis and synthesis of a selected health care issue that will contribute to the improvement of a health care practice or system. Students will be expected to integrate. Didactic Credit: 2
Prerequisite: N720B

NM601 The Role of Midwifery and Birth Centers in America (2) [RETIRED]

This is the first course in a four-course series that will examine the framework of practice for Certified Nurse-Midwives. The content of this course includes the historical development and evolution of nurse-midwifery, birth centers, the American College of Nurse Midwives, and the American Association of Birth Centers (AABC) (formerly known as the National Association of Childbearing Centers (NACC). Each of these content areas are examined within the social, political, and economic contexts over the past century. Content included in the course will highlight the major turning points in the interrelated development of medicine, nursing, and nurse-midwifery within the major social, political, and economic changes, from the industrial revolution to the establishment of the medical industrial complex to the technological revolution of the new millennium. Course content also includes the impact of the development of the birth center concept on delivery of maternity care. While attending the AABC "How to Start a Birth Center" Workshop, students will learn about small business principles for establishing and maintaining a midwifery practice or service using the birth center as a case study. Didactic Credit: 2
Prerequisite: **None**

NM602 Reproductive Anatomy and Physiology (2) [RETIRED]

This course provides a basis for midwifery and women's health care nurse practitioner practice by presenting information on reproductive physiology including female and male reproductive anatomy, reproduction, basic embryology and fetal development, maternal anatomical and physiological alterations associated with pregnancy, labor, and birth. Didactic Credit: 2
Prerequisite: **None**

NM609 Market Research (1) [RETIRED]

In this course, the student investigates the readiness of consumers and providers in the community for nurse-midwives and birth centers by conducting market research. Didactic Credit: 1
Prerequisite: **NM601**

NM610 Community Assessment (1) [RETIRED]

This course is designed as a practicum in learning about your community. The course takes the student into the community to gather firsthand information on the legal base for practice and the operation of a birth center; general information on the community's population characteristics, economy, transportation, and health indicators; availability and access to maternity care services and social support agencies. Didactic Credit: 1
Prerequisite: **NM601**
Prerequisite or concurrent: **PC618**

NM617 Antepartum Care (4) [RETIRED]

This course is made up of a sequence of modules designed to provide a knowledge base for clinical midwifery management of the healthy pregnant woman. Content for this course covers the basics of prenatal care and stresses the developmental changes that can be expected during the course of pregnancy. Promotion of optimal health and outcome by the provision of midwifery care is discussed. Prevention of problems through the promotion of healthy behaviors by the pregnant woman and her family is a key focus of the course. Emphasis is also on midwifery teaching and supportive care that enhances the normal processes of pregnancy and birth. Didactic Credit: 4
Prerequisite: **PC605 and NM602**
Prerequisite or concurrent: **PC612**

NM618 Intrapartum Care (4) [RETIRED]

This course is designed to assist the midwifery student in attaining the basic knowledge needed to provide care during an uncomplicated labor and birth. Emphasis is placed on comparing different management options through a review of literature in order to assist women in making informed choices and participating in decisions about their care during labor and birth. Didactic Credit: 4
Prerequisite: **PC605 and NM602**
Prerequisite or concurrent: **PC612**

NM619 Postpartum and Newborn Care (3) [RETIRED]

This course focuses on normal anatomical changes of the puerperium, including lactation, and the normal anatomical and physiologic changes of the fetus and newborn. It is designed to provide a foundation for the management of care of the basically normal postpartum woman and newborn. Content also includes breastfeeding, postpartum, and newborn teaching, as well as societal, and cultural issues surrounding the mother/infant dyad. Some controversies in newborn care will be covered. Didactic Credit: 3
Prerequisite: **PC605 and NM602**
Prerequisite or concurrent: **PC612**

NM621 Advanced Antepartum Care (3) [RETIRED]

This course is designed to provide knowledge needed to anticipate, identify, and manage antepartum complications and variations of normal, some of which will require the midwife to consult collaborate, or refer. Emphasis is placed upon the importance of timely diagnosis and appropriate collaborative management using evidence-based care practices. This course also provides the knowledge base needed to more fully address selected management issues that the midwife will take up with all clients such as prenatal genetic screening and diagnosis, and issues related to the extremes of childbearing age. Didactic Credit: 3
Prerequisite: **NM617**

NM622 Advanced Intrapartum Care (3) [RETIRED]

This course is designed to provide knowledge needed to anticipate, identify, and manage intrapartum complications and variations of normal, many of which require the midwife to consult, collaborate, or refer. Risk factors, current research, and management controversies related to complications and variations of normal, as well as immediate management steps for emergency conditions are covered. Didactic Credit: 3
Prerequisite: **NM618**

NM623 Advanced Postpartum and Newborn Care (2) [RETIRED]

This course focuses on the theory and concepts of nurse-midwifery management in the care of postpartum women, newborns, and their families. Emphasis is placed on continuity of care for the family after birth. It includes postpartum and newborn complications. Didactic Credit: 2
Prerequisite: **NM619**

NM629 Skills for Nurse-Midwifery Care (1) [RETIRED]

This course provides the student with the opportunity to learn and practice intrapartum, postpartum, and newborn skills in an on-campus didactic classroom and clinical skills laboratory. The intrapartum content includes beginning suturing skills, hand maneuvers for normal birth and third stage, and management of selected intrapartum complications and variations of normal. Students will begin to develop their clinical assessment skills related to normal postpartum clients as well as clients experiencing selected postpartum complications. Assessment of the newborn, including complete physical examination, is presented and practiced. Didactic Credit: 1
Prerequisite: **all core courses, NM specialty courses and clinical site submission for credentialing**

NM630 Advanced Women's Health Care (1) [RETIRED]

This course focuses on caring for women with complex women's health and gynecological conditions. The emphasis is on recognition of signs and symptoms, initial evaluation and management, and appropriate collaborative management. Didactic Credit: 1
Prerequisite: **PC615**

NM638 Health Policy: Birth Centers as a Case Study (1) [RETIRED]

In this course, the student will be immersed in health policy and finance by designing a birth center that meets the needs of the community and is integrated into the healthcare delivery system. The program of care will be

delineated including plans for quality assurance. A budget will be calculated, and revenue projected. The viability of the birth center will be determined. Didactic Credit: 1
Prerequisite: **NM609, NM610**

NM640 Nurse-Midwifery Independent Study (variable) [RETIRED]

This course is designed for students to complete supervised study related to nurse-midwifery care. The content varies according to individual needs and interests. Credit Type: Variable
Prerequisite: **Permission of instructor**

NM641 Nurse-Midwifery Clinical I (3) [RETIRED]

This is the first of four clinical courses in which content learned in the foundational and management courses is applied. Students begin to apply the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or Concurrent: **NM629**

NM642 Nurse-Midwifery Clinical II (3) [RETIRED]

This is the second of four clinical courses in which content learned in the foundational and management courses is applied. Students use sound rationale in applying the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **NM641**

NM643 Nurse-Midwifery Clinical III (3) [RETIRED]

This is the third of four clinical courses in which content learned in the foundational and management courses is applied. Students demonstrate sound judgment in applying the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle, with appropriate consultation, collaboration and referral as indicated by client needs. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **NM642**

NM644 Nurse-Midwifery Clinical IV (6) [RETIRED]

This is the fourth and final clinical course in which content learned in the foundational and management courses is applied. The student is able to independently apply the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle, and to appropriately handle emergency situations. Parameters for safe practice are integrated, and practice scope is delineated for a safe and competent, beginning nurse-midwife. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors. Clinical Credit: 6
Prerequisite or concurrent: **NM630, NM638, NM643**

NM645 Comprehensive Final Review (0) [RETIRED]

The purpose of this course is to provide a review of NM content for the comprehensive exam and the Certified Nurse-Midwife certification exam. Non-Credit Course
Prerequisite or Concurrent: **Prerequisite: NM didactic and clinical courses through NM714**
Prerequisite or Concurrent: NM715, NM716

NM710 Clinical Skills for Nurse-Midwifery Care (2) [RETIRED]

This course contains didactic and clinical content designed to provide an opportunity for students to apply knowledge and to practice physical assessment, women's health, antepartum, intrapartum, immediate postpartum, and newborn skills. Students will demonstrate physical assessment skills by performing a general physical examination. Students will demonstrate skills for the promotion and maintenance of women's health, the management of common female reproductive and sexual health problems, suturing, hand maneuvers for normal birth and third stage, management of select intrapartum and immediate postpartum complications, and variations

of normal. Students will demonstrate care for newborns, including a normal newborn examination, based on current guidelines. Didactic Credit: 2
Prerequisite: **Final passing grades posted for all core and specialty track didactic courses; submission of a clinical site (to My Clinical Plan) that is accepted by the RCF.**

FNP710 Advanced Skills for Family Nurse Practitioner Care (2) [RETIRED]

Nurse practitioners possess essential knowledge, skills and attitudes that enable them to provide evidence-based care. Students apply knowledge, practice assessment, refine diagnostic reasoning, and create plans of care during diverse simulated patient care scenarios across the lifespan. Didactic Credit: 2
Prerequisite: **Final passing grades posted for all core and specialty track didactic courses; submission of a clinical site (to My Clinical Plan) that is accepted by the RCF.**

NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3) [RETIRED]

This course explores the history of advanced practice registered nurse (APN) roles in the current socio-political environment, preparing students to serve in a leadership role to shape the delivery of effective health care. An overview of various communication methods, community assessment, and epidemiological principles is provided. Students will complete a local Community Assessment, including all aspects of the current healthcare delivery system. Didactic Credit: 3
Prerequisite: **None.**

NP611 Care of the Childbearing Woman (3) [RETIRED]

This course is made up of a sequence of modules designed to provide the knowledge base for beginning clinical nurse-practitioner management of the healthy pregnant and postpartum woman. Content for this course covers the basics of postpartum and prenatal care such as assessment of fetal wellbeing, nutrition in pregnancy, and the developmental changes that can be expected during the course of pregnancy. Promotion of optimal health and outcome by the provision of prenatal care is discussed. Prevention of problems through the promotion of healthy behaviors by the pregnant woman and her family is a key focus of the course. Emphasis is also on client teaching and supportive care that enhances the normal processes of pregnancy and birth, management of the postpartum period, and support of breastfeeding. Didactic Credit: 3
Prerequisite: **PC605**
Prerequisite or concurrent: **PC606 and PC612**

NP614 Primary Health Care II: Chronic Problems (3) [RETIRED]

This course is the second of five courses in Primary Care that uses simulated data to focus on assessment, differential diagnosis, pharmacologic and non-pharmacologic management of clients with chronic pathology. Clinical research and standards of care provide evidenced-based rationales for clinical decision-making. Didactic Credit: 3
Prerequisite: **PC605, PC612, PC617, and PC618**

NP615 Primary Health Care III: Advanced Diagnostics and Urgent Care (2) [RETIRED]

This course refines critical thinking and diagnostic reasoning skills and provides students with an opportunity to demonstrate cognitive, affective, and psychomotor skills necessary for accurate diagnosis of health status. Urgent treatment for common emergencies, their differential diagnoses, and primary care management are also covered in this course. Didactic Credit: 2
Prerequisite: **PC612 and PC617**

NP619 Primary Care of Children (3) [RETIRED]

This course focuses on surveillance and management of common developmental problems in children from infancy through adolescence. Strategies for health maintenance, anticipatory guidance, and management of common acute and chronic pediatric health problems are emphasized. Family dynamics and structure are discussed in this course. Didactic Credit: 3
Prerequisite: **PC605, PC606, and PC612**

NP621 Primary Health Care IV: Psychosocial Problems in Primary Care (1) [RETIRED]

This course is designed to introduce the nurse practitioner student to the spectrum of behavioral and mental disorders commonly encountered in the primary care setting. Focus is placed on psychiatric evaluation, screening, and counseling techniques that facilitate diagnosis and early intervention for individuals with

psychological disorders. Clinical research and standards of care provide evidence-based rationales for clinical decision-making. Didactic Credit: 1
Prerequisite: **PC605, PC606, and PC612.**

NP629 Advanced Skills for Primary Care (1) [RETIRED]

This course provides the student with the opportunity to learn and practice skills for advanced diagnosis, management of common emergencies, and newborn assessment in an on-campus didactic classroom and clinical laboratory. Content and skills include suturing, radiology, and pediatric exams. Students will participate in clinical simulations of orthopedic, cardiac, respiratory, and emergency care. Primary care skills will be furthered by clinic and hospital clinical observational experiences. Didactic Credit: 1
Prerequisite: **NP614, NP615**
Prerequisite or concurrent: **all core courses are prerequisite (with the exclusion that NP621 and NP619 may be taken concurrent) plus clinical site submission for credentialing**

NP635 Primary Health Care V: Complex Health Problems in Primary Care (1) [RETIRED]

This integration course in the Primary Health Care series assists the learner to apply critical thinking to the management of complex health problems. Complex health problems are those that involve multiple or severe physical, social, or psychological problems. The case study development requires the learner to consider family, developmental, and social theories as well as the principles of assessment, physical diagnosis, management, and evaluation. Didactic Credit: 1
Prerequisite: **NP641 and NP642**

NP636 Healthcare Finance (1) [RETIRED]

This course focuses on issues that are relevant to advance practice registered nurses (APRNs) and related to professional roles, responsibilities, and building a practice. The course is designed to build upon the student's current knowledge of primary care practice settings. Covered content will include developing a business plan (including marketing strategies) for a future practice, which may prompt the student to open his or her own health care practice. Students will also provide grant proposal information to begin the entrepreneur funding process and create an effective resume. Didactic Credit: 1
Prerequisite or concurrent: **PC628 and NP/WH629**

NP637 Healthcare Policy (1) [RETIRED]

This course focuses on issues that are relevant to advance practice registered nurses (APRNs) related to professional roles and responsibilities. The course is designed to build upon the student's current knowledge of professional practice as it pertains to health policy and primary care practice settings. Content covered will include developing a political fact sheet, a peer chart review, and a professional resume. Didactic Credit: 1
Prerequisite or concurrent: **PC628, NP/ WH629, and NP/WH641**

NP640 Nurse Practitioner Independent Study (variable) [RETIRED]

This course is designed for students to complete supervised study related to nurse practitioner care. The content varies according to individual needs and interests. Credit Type: Variable
Prerequisite: **Permission of instructor**

NP641 Family Nurse Practitioner Clinical I (3) [RETIRED]

This is the first of four clinical courses for the FNP student which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at a beginning level and will start to apply the management process to plan the primary care for individuals across the lifespan while utilizing evidence-based practice guidelines. Clinical Credit: 3
Prerequisite: **PC628, NP629**

NP642 Family Nurse Practitioner Clinical II (3) [RETIRED]

This is the second of four clinical courses for the FNP student which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced beginning level and will apply the management process to plan primary care for individuals across the lifespan while interpreting evidence-based practice guidelines. Clinical Credit: 3

Prerequisite or concurrent: **NP641**

NP643 Family Nurse Practitioner Clinical III (3) [RETIRED]

This is the third of four clinical courses for the FNP student which provides the opportunity to practice advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an intermediate level and will apply and begin to analyze the management process to provide primary care for individuals across the lifespan while appraising evidence-based practice guidelines. The student will begin to manage individuals with more complex needs. Clinical Credit: 3
Prerequisite or concurrent: **NP642**

NP644 Family Nurse Practitioner Clinical IV (6) [RETIRED]

This is the fourth and final clinical course for the FNP student which provides the opportunities to advance health assessment skills, critical thinking/diagnostic reasoning, and clinical management/counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and comorbidities. Clinical Credit: 6
Prerequisite or concurrent: **NP635, NP636, NP637, NP643**

NP645 Comprehensive Final Review (0) [RETIRED]

Family nurse practitioner students take this course in the final term of clinical. Content learned throughout all didactic and clinical courses is tested. Students are guided through self-paced reviews and tested on individual content areas, then comprehensively on a final exam. Non-Credit Course
Prerequisite or Concurrent: **Prerequisite: NP didactic and clinical courses through FNP714**
Prerequisite or Concurrent: FNP715, FNP716

PC600 Health Promotion and Disease Prevention (2) [RETIRED]

This course presents theory, strategies, and guidelines necessary for the promotion of personal, client, and community health. Students explore strategies to incorporate disease prevention and health promotion into daily routines. Students consider cultural humility and communication and the therapeutic relationship in clinical settings. Students apply health behavior theory to assess supports and barriers to healthy outcomes in their clients. Students find evidence for and apply screening guidelines across the lifespan. Students identify programs and policies that promote health on a community level. Throughout the course, ethics, theory, client centered practice, and evidence inform the presentations. Didactic Credit: 2
Prerequisite: **Licensure as a registered nurse**
Prerequisite or concurrent: **N409 for Bridge students**

PC604 Pathophysiology for Primary Care (3) [RETIRED]

Pathophysiology for Primary Care provides the student advanced practice nurse with a scientific basis for practice. This course presents an integrated approach to Pathophysiology that demonstrates the interdependency of body systems and the effects of key pathophysiologic processes. Clinical content is included as an application of Pathophysiology and will assist the student to understand the disease processes and cultural/ethnic variables. Didactic Credit: 3
Prerequisite: **None**

PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2) [RETIRED]

This course uses the nurse-midwife/nurse practitioner management process as a framework for developing critical thinking and diagnostic reasoning skills needed for caring for the primary care patient. Focus includes: **recognition of symptom patterns; selection and interpretations of common screening and diagnostic laboratory tests; communication of information using SOAP format; consideration of the patient as partner in the diagnostic process.** Didactic Credit: 2
Prerequisite: **None**
Prerequisite or concurrent: **PC604**

PC606 Theories and Concepts of Advanced Primary Care Nursing (3) [RETIRED]

This course provides the theoretical and conceptual framework for advanced nursing practice in primary care and focuses on the relationship of theory and knowledge development in nursing to research and practice. Emphasis is placed on the theories and concepts commonly used by nurse midwives and nurse practitioners in primary care. The contemporary meaning of praxis and its relation to nursing and development of nursing knowledge is introduced. Didactic Credit: 3
Prerequisite: **Statistics course within the last ten years**

PC612 Pharmacology for Advanced Practice (3) [RETIRED]

Principles of pharmacodynamics and pharmacokinetics across the lifespan serve as the foundation for this comprehensive course in pharmacology for prescribers. Emphasis is placed on understanding the physiological action of drugs, expected client responses, and major side effects. Issues related to evidence-based pharmacologic practice and legal aspects of prescribing are examined. Didactic Credit: 3
Prerequisite: **PC605.**
Prerequisite or concurrent: **PC618.**

PC615 Women's Health Care (3) [RETIRED]

This course encompasses promotion and maintenance of gynecologic health, as well as the assessment, diagnosis, and management of common gynecologic conditions across the lifespan. Clinical considerations specific to the different physical and psychosocial life stages of women are presented. Emphasis is placed upon the importance of providing evidence-based gynecologic care. The influence of the interrelationship of gender, social class, culture, ethnicity, sexual orientation, economic status, and socio-political power differentials upon women's health care is also discussed. Didactic Credit: 3
Prerequisite: **PC605**
Prerequisite or concurrent: **PC606 and PC612**

PC617 Primary Health Care I: Acute and Common Problems (3) [RETIRED]

The focus of this course is the refinement of diagnostic reasoning strategies needed for primary care management of adults with commonly occurring health problems. Definitions of primary care and the diagnostic reasoning process will be presented. Principles of teaching/learning, family assessment, cost analysis and cultural beliefs are integrated in the development of evidence-based management plans for those common and acute illnesses most likely to be encountered in the primary care setting. Clinical research and standards of care provide evidence-based rationales for clinical decision-making. Didactic Credit: 3
Prerequisite: **PC605.**
Prerequisite or concurrent: **PC612.**

PC618 Research (3) [RETIRED]

The research course focuses on the analysis and critical evaluation of research methodology appropriate to nursing practice. Emphasis will be on use of research in one's practice as a consumer, participant, and originator of clinical research. Didactic Credit: 3
Prerequisite: **PC606 and a statistics course within the last ten years.**

PC628 Skills for Primary Care (1) [RETIRED]

This course provides the student with the opportunity to learn and practice health assessment, women's health, and antepartum hands-on skills in an on-campus didactic classroom and clinical laboratory. Students also participate in role plays and clinical scenarios in preparation for interaction with clients during the clinical practicum. Didactic Credit: 1
Prerequisite or concurrent: **all core courses are prerequisite (with the exclusion that NP621 and NP619 may be taken concurrent for FNP students), plus clinical site submission for credentialing**

PC700 Communication and Introduction to Scholarly Writing (3) [RETIRED]

This course provides an overview of the concepts and skills of scholarly written communication in various contexts. Emphasis is placed on techniques used in academic and scholarly writing. Didactic Credit: 3
Prerequisite: **Admission to Frontier Nursing University (or permission as non-matriculating student)**

PC702 Epidemiology and Biostatistics (3) [RETIRED]

In this course, the emphasis is on population health and the determinants of health-related states and events. Core epidemiological concepts of disease causation and progression, modes of disease transmission,

surveillance, screening, prevention, risk reduction, and health promotion are examined. Descriptive and analytic epidemiological methods are explored in the context of advanced practice nursing. Students learn to create and manage basic data sets, perform data analyses and graphics displays, and interpret health statistics. The focus is on critical appraisal and translation of the results of epidemiological investigations and statistical analyses to improve population health.
Prerequisite: Admission to Frontier Nursing University (or permission as a non-matriculating student)

PC703 Evidence Based Practice (3) [RETIRED]

In this course, the theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing practice and health care will be explored. The facilitators and barriers to evidenced-based advanced nursing practice will be addressed in the course. Didactic Credit: 3
Prerequisites: **PC700, PC701, completion of a statistics course in the last 10 years**
Prerequisite or concurrent: **PC702**

PC704A Translating the Evidence to Advanced Practice I (1) [RETIRED]

This course guides students through the process of working within a healthcare delivery system to translate evidence into practice. Students are introduced to quality improvement theories, processes, and structures. Within interdisciplinary teams, students gain practical and academic experience with the fundamentals of systems improvement. Students complete the preliminary steps of selecting a clinical issue, gathering evidence, and translating evidence to practice. Students draft a charter, writing an aim statement while selecting process, balancing, and outcome measures. Learners practice information literacy, and quality improvement process literacy while continuing to develop scholarly communication skills. Didactic Credit: 1
Prerequisite: **Completion of FNU MSN program (Class 119 and higher or Bridge class 108 and higher) OR Admission to PM DNP program and completion of PC702, PC713, PC718**
Concurrent: **PC720**

PC704B Translating the Evidence to Advanced Practice II (1) [RETIRED]

This course guides students through the process of working within a healthcare delivery system to translate evidence into practice. Students use rapid cycle improvement methods to implement an evidence-based practice project throughout the term. Within interdisciplinary teams, students gain practical and academic experience with the fundamentals of systems improvement. Students complete plan, do, study, act cycles, evaluate data to inform small tests of change, and complete a clinical practicum summary. Learners practice interprofessional team building, family centered systems improvement, and practice quality improvement process literacy while continuing to develop scholarly communication skills. Didactic Credit: 1
Prerequisite: **PC704A and PC720**
Concurrent: **PC721**

PC704C Translating the Evidence to Advanced Practice III (1) [RETIRED]

This course guides students through the dissemination phase of translating the evidence into practice. Learners demonstrate interprofessional leadership skills and best practices in program dissemination. Didactic Credit: 1
Prerequisite: **PC704B and PC721**
Concurrent: **PC722**

PC706 Advanced Physical Assessment, Clinical Reasoning, and Documentation (3) [RETIRED]

This course presents the comprehensive and holistic examination of the person across the lifespan by the advanced practice nurse, utilizing current evidence for patient-centered interviewing, physical exam, clinical reasoning, and the effect of bias on patient outcomes Psychomotor skills for the advanced practice nurse are developed. Didactic Credit: 3
Prerequisite: **Admission to FNU (or permission as non-matriculating student); and N400 or a 3-credit physical assessment course that satisfies FNU requirements found on the Admissions website**
Prerequisite or concurrent: **PC705**

PC708 Leadership (2) [RETIRED]

This course examines the leadership role of the nurse as one that influences health care delivery through leadership theories and principles. Focus is on leadership approaches, principles, competencies, styles with

emphasis on teamwork, communication, decision-making, and the business realities of leading within a health care system. Theories and issues related to leadership, organizational processes, organizational change, strategic planning, and interpersonal group dynamics are examined. Didactic Credit: 2
Prerequisite: **Completion of FNU MSN (Class 119 and higher or Bridge class 108 and higher)**

PC709 Health Policy (1) [RETIRED]

Students will analyze health policy and its impact on primary care delivery systems. Issues examined will include advocacy for social justice, health disparities, equity in relation to health care policy, access, quality, and financing. Students will learn strategies for engaging in the process of health care policy development. Didactic Credit: 1
Prerequisite: **Completion of FNU MSN (Class 119 and higher or Bridge class 108 and higher)**

PC713 Principles of Independent Practice (3) [RETIRED]

This course explores the role of advanced practice nurses as entrepreneurs. Students evaluate nurse-led service innovations with emphasis on health promotion and disease prevention as core business functions. Participants evaluate the role of quality assurance and quality improvement across practice models. Within intradisciplinary teams, students share experiences integrating business and leadership principles as they propose nurse-led and/or interprofessional business plans. Students demonstrate knowledge of practice management, workforce development, contract negotiation, credentialing, accreditation, the revenue cycle,
grant funding, and marketing.
Prerequisite: MH705, NP700, or NM700 or admission to DNP program

PC714 Clinical Bound: Skills for Advanced Practice (1) [RETIRED]

This course provides the student with the opportunity to learn and practice health assessment and women's health hands-on skills in an on-campus didactic classroom and clinical laboratory. Students also participate in role plays and clinical scenarios in preparation for interaction with clients during the clinical practicum. Didactic Credit: 1
Prerequisite: **Final grades posted for all core and specialty track didactic courses (with the exception of PC713); clinical site submission for credentialing**

PC718 Evidence Based Practice (3) [RETIRED]

Critical appraisal of peer-reviewed literature is essential for high quality evidence-based clinical practice. Students learn important skills to assess the relevance, quality, and application of evidence to clinical practice in an effort to improve the safety and quality of healthcare. Learning activities are designed to help the student develop their ability to critically appraise and synthesize peer-reviewed literature and disseminate the findings.
Prerequisite: Admission to FNU or permission as a non-matriculating student.
Prerequisite or concurrent: PC702

PC720 DNP Clinical I (2) [RETIRED]

This course is designed to develop clinical practice scholars by mentoring students who are providing direct patient care. The content exposes students to the latest evidence-based clinical practice resources, care coordination tools, and interprofessional, collaborative learning networks. Students demonstrate competence with clinical scholarship related to care of individuals, families and populations while exploring the fundamental processes of onboarding, ongoing performance evaluation, communication frameworks, diagnostic expertise, risk management and complex care transitions. Throughout the course, students explore family-centered systems, issues of equity and social justice, as well as financial stewardship, cost and value. Clinical Credit: 2
Prerequisite: **Completion of FNU MSN program (Class 119 and higher or Bridge class 108 and higher)** OR Admission to PM DNP program and completion of PC702, PC713, PC718
Concurrent: PC704A

PC721 DNP Clinical II (3) [RETIRED]

This course is the second of a three-part series designed to develop clinical practice scholars. The class exposes students to the latest evidence-based clinical practice resources, clinical quality assurance tools, and interprofessional, collaborative learning networks. Students demonstrate competence with clinical scholarship related to care of individuals, families and populations while exploring the fundamental processes of team building, change management, performance measurement, and implementation. Clinical Credit: 3
Prerequisite: **PC704A, PC720**

Concurrent: **PC704B**

PC722 DNP Clinical III (3) [RETIRED]

This course is the third of a three-part series designed to develop clinical practice scholars. Students demonstrate advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve population health. Students complete their DNP clinical portfolio by exploring complex care coordination, financial stewardship, risk management and sentinel event analysis. Finally, the role of DNP leaders in maintenance of a healthy work environment and prevention of professional burnout are explored. Clinical Credit: 3
Prerequisite: **PC704B, PC721**
Concurrent:Corequisite: **PC704C**

PC729 Health Policy and Advocacy (2) [RETIRED]

Advanced practice nurses lead social justice efforts, and revision of policy. Students will apply scholarly and leadership skills, in the policy and practice arenas, to improve the health of individuals and communities through self-reflection, and policy critique. Didactic Credit: 2
Prerequisite: **PC702, PC718**

PC730 DNP Clinical Scholarship Planning (3) [RETIRED]

This course exposes students to the latest evidence-based clinical practice resources, clinical safety, and systems analysis tools, and interprofessional, collaborative learning networks. Students demonstrate competence with clinical scholarship related to care of individuals, families and populations while exploring the fundamental processes of information literacy, onboarding, performance evaluation, family centered systems, and systems level safety. The course guides students through the process of planning a quality improvement project within a healthcare delivery system to translate evidence into practice. Students apply quality improvement theories, processes and methods and gain practical experience with the fundamentals of systems improvement. Learners practice information literacy, and quality improvement process literacy while continuing to develop scholarly communication skills. Didactic Credit: 1, Clinical Credit: 2
Prerequisite: **Completion of FNU MSN program (Class 119 and higher or Bridge class 108 and higher) and APRN certification OR Admission to PM DNP program and completion of PC702, PC713, PC718**

PC731 DNP Clinical Scholarship Implementation (4) [RETIRED]

This course guides students through the process of working within a healthcare delivery system to translate evidence into practice. Students use rapid cycle improvement methods to implement an evidence-based practice project throughout the term. Within interdisciplinary teams, students gain practical and academic experience with the fundamentals of systems improvement. Students complete plan, do, study, act cycles, evaluate data to inform small tests of change, and complete a clinical practicum summary. Learners practice interprofessional team building, family centered systems improvement, and practice quality improvement process literacy while continuing to develop scholarly communication skills. Didactic Credit: 1, Clinical Credit: 3
Prerequisite: **PC704A + PC720, OR PC730**

PC732 DNP Clinical Scholarship Dissemination (4) [RETIRED]

This course is the third of a three-part series designed to develop clinical practice scholars. Students explore sustainability, spread, and scale of their DNP project. This course guides students through the dissemination phase of translating the evidence into practice. Learners demonstrate interprofessional leadership skills and best practices in program dissemination. Students complete their DNP clinical portfolio by exploring complex care coordination, financial stewardship, risk management and sentinel event analysis. Learners Students demonstrate advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve population health. Finally, the role of DNP leaders in maintenance of a healthy work environment and prevention of professional burnout are explored. Didactic Credit: 1, Clinical Credit: 3
Prerequisite: **PC704B + PC721, OR PC731**

PC741 DNP Clinical Scholarship Implementation (5) [RETIRED]

This course guides students through the process of working within a healthcare delivery system to translate evidence into practice. Students use rapid cycle improvement methods to implement an evidence-based practice project throughout the term. Within interdisciplinary teams, students gain practical and academic experience with

the fundamentals of systems improvement. Students complete plan, do, study, act cycles, evaluate data to inform small tests of change, and complete a clinical practicum summary. Learners practice interprofessional team building, family centered systems improvement, and practice quality improvement process literacy while continuing to develop scholarly communication skills. Didactic Credit: 1, Clinical Credit: 4
Prerequisite: **PC740**

PC742 DNP Clinical Scholarship Dissemination (2) [RETIRED]

This course is the third of a three-part series designed to develop clinical practice scholars. Students explore sustainability, spread, and scale of their DNP project. This course guides students through the dissemination phase of translating the evidence into practice. Learners demonstrate interprofessional leadership skills and best practices in program dissemination. Students complete their DNP clinical portfolio by creating the business case for quality, value, and financial stewardship. Learners Students demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve population health. Finally, the role of DNP leaders in maintenance of a healthy work environment and prevention of professional burnout are explored. Didactic Credit: 1, Clinical Credit: 1
Prerequisite: **PC741**

PC766 Advanced Physical Assessment Validation (1) [RETIRED]

Advanced physical assessment skills are the foundation of an advanced practice nurse's clinical competency. Student's psychomotor skills for the advanced practice nurse are evaluated through a comprehensive head-to-toe physical exam validation. This course is only available as part of the Academic Challenge process. When successfully challenged, this course may replace PC716 in the Program of Study. Didactic Credit: 1
Prerequisite: **Approval from the Department Chair to complete the Academic Challenge process as outlined in FNU catalog, and completion of a 3-semester credit, across the lifespan, advanced physical assessment course.**

WH629 Skills for Women's Health Care (1) [RETIRED]

This course provides the student with the opportunity to learn and practice women's health care skills in an on-campus didactic classroom and clinical laboratory. Students will begin to develop their assessment and management skills related to normal postpartum clients as well as clients experiencing selected postpartum complications. Women's health care skills will be further billed by clinical observation of nurse practitioners and nurse-midwives providing gynecologic, obstetric and primary care. Didactic Credit: 1
Prerequisite: **all core courses, applicable specialty courses and clinical site submission for credentialing**

WH634 Care of the Childbearing Woman II (3) [RETIRED]

This course builds on the antepartum and postpartum material learned in previous courses and is designed to further the knowledge base for nurse practitioner care of women throughout the childbearing cycle. Critical thinking, clinical management, and education strategies are emphasized. Didactic Credit: 3
Prerequisite or concurrent: **NP611**

WH639 Advanced Clinical Practicum in Women's Health Care (4) [RETIRED]

This clinical course provides the opportunity for the student to focus on critical thinking/diagnostic reasoning and clinical management/ counseling skills in providing health and illness care to women in a primary care setting. This intensive clinical experience allows nurse-midwives to further integrate women's health and primary care, didactic, clinical knowledge, and skills. Foci include health promotion and disease prevention for women across the lifespan, and the diagnosis and management of common primary care problems with emphasis on gynecologic concerns. The student is expected to begin the management of more complex health issues and to demonstrate increasingly complex clinical judgment. WH639 requires 60 hours of primary care and 120 hours of women's health care supervised clinical experience. Student is encouraged to seek opportunities to advance and build on their current clinical skills. Of the required 180 clinical hours, a total of 72 hours can be spent with an MD if desired. Clinical Credit: 4
Prerequisite: **This course is open only to CNEP graduates from Class 30 and higher with a master's degree.**

WH640 Women's Health Care Independent Study (variable) [RETIRED]

This course is designed for students to complete supervised study related to women's health care. The content varies according to individual needs and interest. Credit Type: Variable
Prerequisite: **Permission of instructor**

WH641 Women's Health Clinical I (3) [RETIRED]

This is the first of four clinical courses in which content learned in the foundational and management courses is applied. Students use a holistic approach in beginning to apply the management process to the gynecologic, obstetric, and primary care of women throughout the lifespan. Students are guided in learning by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **PC628, WH629, NM630**

WH642 Women's Health Clinical II (3) [RETIRED]

This is the second of four clinical courses in which content learned in the foundational and management courses is applied. Students develop skill in using sound rationale in applying the management process to the gynecologic, obstetric, and primary care of women throughout the lifespan. Students are guided in learning by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **WH641**

WH643 Women's Health Clinical III (3) [RETIRED]

This is the third of four clinical courses in which content learned in the foundational and management courses is applied. Students demonstrate sound judgment in applying the management process to the gynecologic, obstetric, and primary care of women throughout the lifespan with appropriate consultation, collaboration and referral as indicated by client needs. Students are guided in learning by seasoned clinical preceptors. Clinical Credit: 3
Prerequisite or concurrent: **WH642**

WH644 Women's Health Clinical IV (6) [RETIRED]

This is the fourth and final clinical course in which content learned in the foundational and management courses is applied. The student is able to independently apply the management process to the gynecologic, obstetric, and primary care of women throughout the lifespan, and to appropriately handle emergency situations. Parameters for safe practice are integrated, and practice scope is delineated for a safe and competent, beginning nurse practitioner. Students are guided in learning by seasoned clinical preceptors. Clinical Credit: 6
Prerequisite or concurrent: **NM630, NP636, NP637, WH634, WH643**

WH645 Comprehensive Final Review (0) [RETIRED]

This course provides a review of the WHNP content for comprehensive exam and WHCNP Certification. Non-Credit Course
Prerequisite or Concurrent: **Prerequisite: WH didactic and clinical courses through WH 714**
Prerequisite or Concurrent: **WH 715, WH 716**

WH705 Postpartum Care (2) [RETIRED]

This course focuses on normal anatomical and physiological changes of the puerperium, including anatomy and physiology of lactation, and addressing maternal concerns of newborn care. It is designed to provide a foundation for the management of care of the basically normal postpartum woman. Content also includes breastfeeding, postpartum, and newborn teaching, as well as societal, and cultural issues surrounding the mother/infant dyad.
Prerequisite: **PC705, PC706, PC707** Didactic Credit: 2
Prerequisite or concurrent: **PC703 or PC718**

WH706 Complex Care of the Childbearing Women (3) [RETIRED]

This course provides the nurse practitioner with the knowledge needed to anticipate, identify, and manage the complications of childbearing, including appropriate consultation, collaboration, or referral. Emphasis is placed on continuity of care and seamless transitions of care. Risk factors, current research, timely diagnosis, and management using evidence-based care practices are addressed. Didactic Credit: 3
Prerequisite: **NM702, WH705**

WH710 Clinical Skills for Women's Health (2) [RETIRED]

This course provides the student with the opportunity to learn and practice women's health care skills synchronously with faculty and peers. Students will apply and further develop their skills for assessment and management of gynecological conditions, antepartum and postpartum conditions, initial evaluation of labor status, and provision of evidence-based client education. Students will also learn and practice suturing and common office procedures and will learn basic examination skills for the male reproductive system. Women's health care skills will be furthered by participation in simulated clinic visits. Didactic Credit: 2
Prerequisite: Final passing grades posted for all core and specialty track didactic courses (with the exception of PC713); submission of a clinical site (to My Clinical Plan) that is accepted by the RCF.

FNU Frequently Used Acronyms

AANP American Academy of Nurse Practitioners: national professional organization for nurse practitioners, AANP has a certification program for family nurse practitioners
ACEN Accreditation Commission for Education in Nursing (formerly NLNAC, National League for Nursing Accrediting Commission) a national accrediting body for all types of nursing education programs
ACNM American College of Nurse-Midwives: national professional organization for nurse-midwives
ACME Accreditation Commission for Midwifery Education (formerly ACNM Division of Accreditation): plans, implements, and evaluates the accreditation process of nurse-midwifery and midwifery education programs and freestanding institutions of higher education that offer nurse-midwifery/midwifery education programs.
ADN Associate Degree in Nursing
AH Academic Hiatus
AMCB American Midwifery Certification Board: the national certifying body for nurse-midwives
ANCC American Nurses Credentialing Center: national nursing credentialing organization that offers family nurse practitioner certification
BT Banyan Tree: FNU's private communication portal
CCNE Commission on Collegiate Nursing Education: a national accrediting agency for nursing education programs
CFNP Community-based Family Nurse Practitioner Education Program: the FNU family nurse practitioner specialty track
CNEP Community-based Nurse-midwifery Education Program: the FNU nurse-midwifery specialty track
CNM Certified Nurse-Midwife
Companion DNP A DNP program of study available to specific FNU graduates; this is a program of study that is different than the PM-DNP
CWHNP Community-based Women's Health Care Education Program: the FNU women's health care specialty track
DAT Developmental Assessment Tool: evaluation method used during the Clinical Practicum, both daily (DDATs) and monthly (MDATs)
DNP Doctor of Nursing Practice
FNP Family Nursing Practitioner
FNS Frontier Nursing Service: Rural healthcare system founded by Mary Breckinridge that previously included a hospital, home health agency, rural healthcare clinics, and the FNU.
FNU Frontier Nursing University
FSMFN Frontier School of Midwifery and Family Nursing (former name of FNU, changed in 2011)
FNU Frontier Nursing University
IT Staff Information Technology Staff
LMS Learning Management System
MSN Master of Science in Nursing
NCC National Certification Corporation: national nursing credentialing organization that offers women's health care nurse practitioner certification
PM-DNP Post-Master's Doctor of Nursing Practice; this program of study is different than the companion DNP
PMHNP Psych-Mental Health Nurse Practitioner
PGC Post-Graduate Certificate
RCF Regional Clinical Faculty
SACSCOC Southern Association of Colleges and Schools Commission on Colleges: the regional accrediting body in the eleven U.S. Southern states
WHNP Women's Health Care Nurse Practitioner