

NURSING CATALOG



ABOUT EXCELSIOR COLLEGE

Excelsior College is an accredited, nonprofit distance learning institution founded in 1971 focused on providing educational opportunity to adult learners. The College contributes to the development of a diverse, educated society by valuing lifelong learning with an emphasis on serving individuals who are historically underrepresented by higher education. Excelsior meets students where they are—academically and geographically—removing obstacles to the educational goals of adult learners through affordable access to quality instruction and the assessment of learning. Our pillars include innovation, flexibility, academic excellence, and integrity.

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

Excelsior College is a Title IV-eligible institution offering federal student aid to students who qualify in course-based programs. Stand-alone exam-based options are not eligible.

OUR MISSION

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

VISION

Excelsior College is a provider of choice for adults seeking access to higher education and academic success, and it is a model for addressing societal and workforce needs.

ACCREDITATION

Excelsior College (and under its former name, Regents College) has been continuously accredited since 1977 by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000, www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

New York State Board of Regents—Recognized Programmatic Accreditation:

Excelsior College's nursing programs are programmatically accredited by the New York State (NYS) Board of Regents, State Education Department Office of the Professions (the Regents). The U.S. Department of Education has recognized the Regents as a state agency for the approval of nursing education programs since 1969.

More information about the NYS Board of Regents' Recognized Programmatic Accreditation may be helpful for students or graduates to present to a school they are attending or to an employer seeking more information about their Excelsior College nursing degree.

The BS in Nursing and master's nursing programs at Excelsior College are accredited by the:

The 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 bachelor's nursing program in March 2019 is Continuing Accreditation.

View the public information disclosed by the ACEN regarding these programs at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

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

The bachelor's degree program in electrical engineering technology is accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org. The bachelor's degree program in nuclear engineering technology is accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org. The bachelor's degree program in information technology is accredited by the Computing Accreditation Commission of ABET, www.abet.org. ABET is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

Excelsior College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), 11374 Strang Line Rd., Lenexa, KS 66215. The business programs in the following degrees are accredited by the IACBE:

Bachelor of Science in Business with concentrations in: *Accounting, Finance, General Business, Logistics Management, Management of Human Resources, and Marketing*; and the Master of Business Administration (MBA) with concentrations in: *General Track (no concentration), Accounting, Health Care Management, Human Resource Management, and Leadership*.

All the College's academic programs are registered (i.e., approved) by the New York State Education Department.

RECOGNITION

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

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

Message from the Dean



MARY LEE POLLARD, PhD, RN, CNE

Dear Student:

Congratulations on taking the next step in achieving your educational and professional goals. The faculty and staff of Excelsior College School of Nursing are here to guide your journey.

Our faculty and staff are committed to providing an exceptional student experience from your first visit to our website to receiving your diploma and attending an alumni event. Engage with your academic advisor, faculty and staff often. We are here to assist you.

As a not-for-profit, private institution of higher education chartered by the New York State Board of Regents, the College is accredited by the Middle States Commission on Higher Education, one of the oldest and most respected accreditors in the United States. In addition, we are co-sponsors of the Tau Kappa At-Large chapter of Sigma Theta Tau International, Honor Society of Nursing.

This catalog describes all of our nursing degree programs in detail. Please take the time to read it carefully along with the [Student Policy Handbook](#) available on our website. I also encourage you to take full advantage of the many learning resources Excelsior College has to offer. We offer a full array of resources, designed and delivered by our nursing faculty and staff, that will be useful as you meet each of your program requirements.

Best wishes for your success!

A handwritten signature in dark ink that reads "Mary Lee Pollard". The signature is written in a cursive, flowing style.

Mary Lee Pollard, PhD, RN, CNE
Dean, Excelsior College School of Nursing

LIMITATIONS

Information in this catalog is current as of February 2022, and is subject to change without advance notice.

CHANGES IN COLLEGE POLICIES, PROCEDURES, AND REQUIREMENTS

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

© 2022 Excelsior College.

“Excelsior College” and “OneTranscript” are registered service marks of Excelsior College.

All rights reserved. Unauthorized reproduction or use prohibited.

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

Excelsior College is committed to providing a learning and working environment that is free from illegal discrimination based upon an individual’s race, ethnicity, national origin, age, religion, marital status, familial status, gender, gender identity, sexual orientation, physical or mental disability, genetic information or military or veteran status. Illegal discrimination in any form will not be tolerated at the College. Portions of this publication can be made available in a variety of formats upon request.

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

THE EXCELSIOR COLLEGE SCHOOL OF NURSING OFFERS THE FOLLOWING DEGREE PROGRAMS:

| | |
|---|---|
| ▶ Associate in Science in Nursing | ▶ Master of Science in Nursing Education |
| ▶ Associate in Applied Science in Nursing | ▶ Master of Science in Nursing Informatics |
| ▶ Bachelor of Science in Nursing | ▶ RN to Master of Science in Nursing Leadership and Administration of Health Care Systems |
| ▶ LPN to Bachelor of Science in Nursing | ▶ RN to Master of Science in Nursing Education |
| ▶ Master of Science in Nursing Leadership and Administration of Health Care Systems | ▶ RN to Master of Science in Nursing Informatics |

IS THE EXCELSIOR COLLEGE SCHOOL OF NURSING RIGHT FOR ME?

If you want to earn a college degree and you are self-motivated to work toward that goal, we can help. You have a good chance of succeeding in the School of Nursing if you:

- ▶ are self-motivated.
- ▶ can study independently.
- ▶ can learn by reading from a variety of printed and online materials.
- ▶ are comfortable using online tools such as Web pages, email, chats, etc.
- ▶ have already earned college-level credit via college courses, military training, etc.
- ▶ are organized and detail-oriented.
- ▶ can meet deadlines.
- ▶ have significant clinical experience, as required by our admissions criteria.

At the associate degree level, Excelsior offers an online program with a competency-based curriculum.

The Associate Degree in Nursing and the LPN to Bachelor of Science in Nursing programs are specifically designed to serve individuals with significant experience in clinically oriented health care disciplines. Students with a limited background in nursing or a related health care discipline are best advised to attend an instructional program.

Excelsior College is not associated with, nor does it endorse, any external organization, external firm, or group that provides theoretical and clinical learning opportunities for students.

TAU KAPPA AT-LARGE CHAPTER, SIGMA THETA TAU INTERNATIONAL, HONOR SOCIETY OF NURSING

Tau Kappa At-Large, the Excelsior College and Empire State College chapter of Sigma Theta Tau International, Honor Society of Nursing, was originally chartered in July of 2004. It shares the vision of

Sigma Theta Tau International—to create a global community of nurses who lead using scholarship, knowledge, and technology to

improve the health of the world's people. Eligible bachelor's and master's degree students are invited for induction. Specific information about the chapter and its activities is available on a link from the [Excelsior College website](#).



Sigma Theta Tau International
Honor Society of Nursing®



TABLE OF CONTENTS

| | | | |
|--|-----|--|----|
| Message from the Dean | i | RN to Master of Science | |
| Important Information for All Students | vii | Dual Degree Programs In Nursing | 56 |
| General Information for the School of Nursing | 1 | <i>RN to Master of Science in</i> | |
| <i>Important Information Regarding</i> | | <i>Nursing Leadership and</i> | |
| <i>The Associate Degree In Nursing Program</i> | 6 | <i>Administration of Health Care Systems</i> | |
| Associate Degree Programs in Nursing | 7 | <i>Degree Chart</i> | 56 |
| Beliefs About the Practice of | | <i>RN to Master of Science in</i> | |
| Associate Degree Nursing | 7 | <i>Nursing Education Degree Chart</i> | 57 |
| Associate Degree Requirements: | | <i>RN to Master of Science in</i> | |
| General Education and Nursing | 8 | <i>Nursing Informatics Degree Chart</i> | 58 |
| <i>Associate in Science and</i> | | Dual Degree Programs in Nursing | |
| <i>Associate in Applied Science</i> | | Policies and Requirements | 59 |
| <i>in Nursing Degree Chart</i> | 10 | Excelsior College Board of Trustees | 64 |
| Associate in Science | | Excelsior College Leadership Staff | 65 |
| in Nursing Requirements | 11 | School of Nursing Faculty and | |
| Associate in Applied Science | | Consulting Faculty | 66 |
| in Nursing Requirements | 13 | <i>Advisory Committee to the</i> | |
| Bachelor of Science Programs in Nursing | 23 | <i>Excelsior College School of Nursing</i> | 66 |
| Beliefs About the Practice of | | <i>New York State Education Department</i> | |
| Bachelor's Degree Nursing | 23 | <i>Inventory of Registered Programs</i> | 68 |
| <i>Bachelor of Science in Nursing for</i> | | | |
| <i>Registered Nurses Degree Chart</i> | 24 | | |
| Bachelor of Science in Nursing | | | |
| for Registered Nurses Requirements | 25 | | |
| <i>LPN to Bachelor of Science in</i> | | | |
| <i>Nursing Degree Chart</i> | 34 | | |
| LPN to Bachelor of Science in | | | |
| Nursing Requirements | 35 | | |
| Graduate Degree Programs in Nursing | 39 | | |
| Beliefs About Master's Degree | | | |
| Nursing Practice | 39 | | |
| <i>Master of Science in Nursing Leadership</i> | | | |
| <i>and Administration of</i> | | | |
| <i>Health Care Systems Degree Chart</i> | 44 | | |
| Master of Science in Nursing Leadership | | | |
| and Administration of Health Care Systems | | | |
| Requirements | 45 | | |
| <i>Master of Science in</i> | | | |
| <i>Nursing Education Degree Chart</i> | 48 | | |
| Master of Science in | | | |
| Nursing Education Requirements | 49 | | |
| <i>Master of Science in</i> | | | |
| <i>Nursing Informatics Degree Chart</i> | 52 | | |
| Master of Science in Nursing Informatics | | | |
| Requirements | 53 | | |

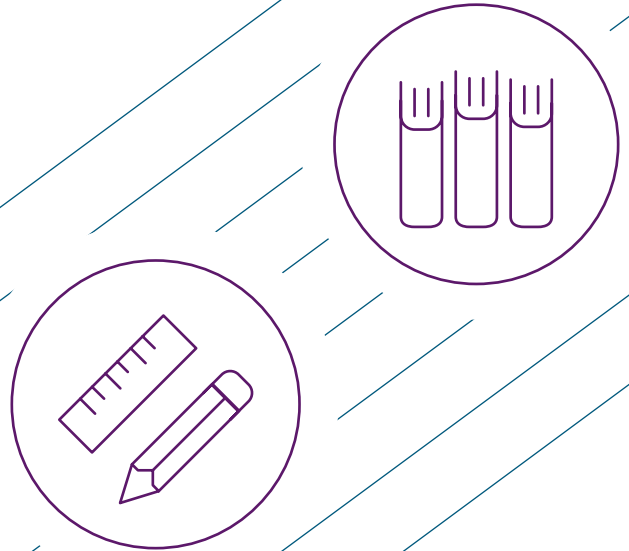
About Test Preparation and Tutorial Services

The College offers UExcel® exams designed to help you advance your academic objectives through independent study. A variety of learning resources, including content guides, guided learning materials, and practice tests are available directly from Excelsior. These resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. Along with your own desire to learn, these resources are usually all that you need to help you succeed.

Some students may seek additional assistance or may be contacted by tutorial firms and test-preparation companies offering their own products and services. The College is not affiliated with any of these firms and does not endorse the products or services of any of these vendors since we do not review their materials for content or compatibility with UExcel® exams.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, that you consider the points outlined on our website.

excelsior.edu/exams/advisory



IMPORTANT

We have been made aware of incidents in which a test-preparation firm has contacted an Excelsior College student requesting access to their Excelsior College® Examinations preparatory materials, including practice exams. Sharing learning resources with a test-preparation firm is a clear violation of the academic honesty code. Students found to have engaged in academic dishonesty at Excelsior College will be subject to disciplinary action.

Avoid placing yourself in academic jeopardy for disciplinary action. If you are approached by any individual or third party about sharing any Excelsior College-provided study materials, contact us at PR@excelsior.edu.

IMPORTANT INFORMATION FOR ALL STUDENTS

Student Policy Handbook

The Excelsior College [Student Policy Handbook](#) is your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues.

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

Policies and procedures that apply only to a specific degree program are listed in the appropriate school catalog. You may download a copy of the [Student Policy Handbook from our website](#). File your handbook with your other important academic papers and this program catalog for easy reference.

Standardized Testing Participation

Students have a responsibility to participate in standardized tests (an example is the “Proficiency Profile” published by Educational Testing Services) that may be required during the period of their enrollment. These tests may be in addition to regular coursework and are required to gather critical information on achievement of student learning. Students are expected to actively participate and make every effort to do their best on these assessments to produce scores that accurately reflect their abilities. The results from these assessments will not be part of the course grade but are crucial for the purpose of program improvement and are frequently required by regulators and accreditation agencies. Participation in these assessments contributes toward increasing the value of the degree by providing evidence of student learning to external organizations, employers, and the general public.

Repeating any Excelsior College source of credit requires payment of tuition and related fees and expenses associated with the requirement.

Excelsior College Website

Through the College’s [website](#), you have access to a wealth of information to help you succeed as a student. If you haven’t already done so, create a [MyExcelsior user account](#). It will serve as your gateway to a variety of support services and is where you will find up-to-date information tailored to your specific academic program as well as general announcements from the College.

General Education at Excelsior College

To best prepare you to excel in your career and life, Excelsior College has developed General Education Career Competencies (GECCs) based on findings from employer-based research. These competencies are the foundation of our curricula. You will encounter these competencies by meeting the requirements for general education and your program of study.

Excelsior College’s approach to general education aims to prepare students to engage with complexity and change, to be productive, open-minded, and intellectually curious members of their communities and workplaces, and to develop a love of lifelong learning. Excelsior’s general education program consists of two interrelated features:

continued on next page

1. a set of seven general education career competency areas threaded throughout the entire curriculum, and
2. a standardized credit distribution requirement that ensures breadth across the arts and sciences, including the humanities, social sciences/history, and natural sciences/mathematics, as well as basic skills in writing and information literacy.

General Education Career Competencies for All Undergraduate Degree Programs

| GENERAL EDUCATION AREA | CAREER COMPETENCIES | ACHIEVED THROUGH |
|--|--|---|
| 1) Oral and Written Communication | 1.1 Present oral communication with appropriate content, organization, and delivery for the audience and purpose. | GECC 1.1 is achieved through the Cornerstone and Capstone requirements. |
| | 1.2 Deliver written communication with appropriate content, organization, syntax, mechanics, and style for the audience and purpose. | GECC 1.2 is achieved through the Written English (WER) requirements. |
| 2) Mathematical and Scientific Problem Solving | 2.1 Apply scientific knowledge and reasoning to make evidence-based decisions. | GECC 2.1 is achieved through the Natural Science requirement. |
| | 2.2 Apply mathematical concepts and reasoning to solve problems that involve quantitative information. | GECC 2.2 is achieved through the Mathematics requirement. |
| 3) Information Literacy | 3.1 Locate and evaluate sources to meet an information need. | GECC 3.1 and 3.2 are achieved through the Information Literacy requirement. |
| | 3.2 Cite sources using appropriate academic conventions. | |
| 4) Cultural Diversity and Expression | 4.1 Analyze human thought, creative expression, or cultural representations within their contexts. | GECC 4.1 and 4.2 are achieved through the Humanities distribution requirement. |
| | 4.2 Explain the dynamics of social identity or cultural differences within interpersonal and societal relations. | |
| 5) Global Understanding | 5.1 Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world. | GECC 5.1 is achieved through the Social Science/History distribution requirement. |
| 6) Ethical Reasoning | 6.1 Explain different ethical positions in relation to a problem or issue. | GECC 6.1 is achieved through the Ethics requirement. |
| 7) Professional Presence and Self-Awareness | 7.1 Develop a career planning strategy that incorporates your strengths, interests, abilities, and values. | GECC 7.1 and 7.2 are achieved through the Cornerstone and Capstone requirements. |
| | 7.2 Explain the norms and conventions of the workplace for a career field. | |

For more information on general education goals and outcomes, visit <https://www.excelsior.edu/about/general-education-career-competencies>.

Time to Degree Completion

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

- ▶ an associate degree in two years;
- ▶ a bachelor's degree (RN-BS completion) in two years; or
- ▶ a master's degree in two years.

A student attending part-time could complete:

- ▶ an associate degree in four years;
- ▶ a bachelor's degree (RN-BS completion) in four years; or
- ▶ a master's degree in four years.

Requirements for All Degree Programs

Students in all undergraduate degree programs at Excelsior College are required to meet requirements in the following general education categories:

- ▶ **Cornerstone Course**
- ▶ **Information Literacy**
- ▶ **Written English**
- ▶ **Ethics**
- ▶ **Humanities**
- ▶ **Social Sciences and History**
- ▶ **Natural Sciences and Mathematics**

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

For additional details about meeting general education and distribution requirements, please see information in the [Student Policy Handbook](#).

Coursework used in transfer to satisfy the written English requirement must be from an English-speaking institution. English as a Second Language courses may not be used to satisfy the written English requirement.

Cornerstone Course

IND 101 Cornerstone A: Foundations

IND 301 Cornerstone B: Pathways

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

Technology Literacy

The Excelsior College definition of technology literacy is based on a definition developed by the State Educational Technology Directors Association (SETDA).

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

Baseline Technology Skills and Resources

Prior to being admitted to Excelsior College, all students should be knowledgeable in the use of a personal computer (Windows or Macintosh). Entering students should have the ability to:

- ▶ use a personal computer.
- ▶ use office automation programs to create, edit, store and print documents.
- ▶ use electronic communication tools, and search and retrieve information from electronic resources to complete assignments and activities.

Students must have reliable access to a computer with Internet connectivity.

Student's computer and operating systems must meet the minimal technical requirements as noted in the [Excelsior College Computer System Requirements](#).

Students must be able to use required software applications.

Students need to use the Excelsior College website to access information, resources, and the Message Center. See the [Excelsior College Electronic Use policy](#).

Students are required to conduct themselves appropriately and professionally at all times, including online.

This page intentionally blank for layout purposes.

EXCELSIOR COLLEGE SCHOOL OF NURSING



Mission Statement

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



Vision Statement

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



Goals of the School of Nursing

- ▶ Maintain national leadership in nursing and distance education and serve as an advocate for innovative and alternative educational models.
- ▶ Continuously improve the student experience; promoting improved access, satisfaction, and success.
- ▶ Maintain a healthy and diverse work environment in which faculty and staff can grow and develop intellectually and professionally.
- ▶ Expand and enhance learning support services that are responsive to students' needs and reflect best practices.
- ▶ Provide evidence-based, high-quality, rigorous, learner-centered academic programs.
- ▶ Provide flexible, dynamic, caring curricula with sound objective assessments that assure achievement of learning outcomes.

Philosophy

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

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

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

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

sophisticated worldly view of health care. The nurse uses evidence-based practice and information technology to advance the science and practice of nursing.

Nursing Education

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

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

Nursing Curricula

Organizing Framework for the Nursing Curricula

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

Metaparadigm Concepts: Definitions

Nursing Judgment

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

Patient

The individual within the context of the family.

Patient-Centeredness

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

Professional Identity

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

Spirit of Inquiry

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

The nursing degree programs meet the standards for registration by the New York State Education Department. The programs' curricula are comparable to campus-based instructional programs. In the associate degree programs, the student is able to demonstrate appropriate knowledge and competencies through credit earned from regionally accredited colleges, completion of nursing courses, and demonstrate competencies for nursing practice. In the bachelor's degree program, the student is able to demonstrate generalist knowledge and competence through participation in online discussion, assessment of knowledge and experiential learning, evaluation of credit earned from regionally accredited colleges, and professional certification.

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

Admission Requirements

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

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

1. Hold active and unencumbered LPN/LVN licensure; or hold current and active paramedic certification; or currently serve in the U.S. military, National Guard or Reserves in a specific military occupation that is equivalent in scope of practice to LPN/LVN/paramedic.
AND
2. Submit written verification by supervisor of current employment in a direct patient care setting. Applicant will acknowledge that he or she is applying to a program that is designed for individuals with current, nursing-related health care experience.
AND
3. Earn the minimum required score, as established by the School of Nursing, on the Test of Essential Academic Skills (TEAS), no more than one year prior to application date.
4. The signed acknowledgment form

Further details on the admission criteria above are available from the College's Admissions Office and on our website.

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

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

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

1. hold an active and unencumbered RN license in the U.S.
AND
2. have earned a baccalaureate degree in nursing from a regionally accredited college or university (or the foreign equivalent), or from

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

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

The Undergraduate and Graduate applications for admission identify required supporting documentation for admission as well as details on the admission criteria above.

International Student Admission Requirements

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

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

English Language Proficiency Requirement

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

1. Submission of TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) taken within the last two years.
2. Successful completion of UExcel® exam **ENGx111 English Composition** or UExcel® exam **ENGx110 College Writing**.
3. Submission of evidence of the successful completion of at least 9 credit hours of academic work in courses delivered in English at an institution of higher education in the United States.

Time Limits and Average Time for School of Nursing Program Completion

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

► Associate degree in nursing

Students have six years to complete the associate degree in nursing programs. The average time to completion for part-time students is four and three-quarter years.

► Bachelor's degree in nursing

Students have six years to complete the LPN to bachelor's degree in nursing program, and the RN to bachelor's degree in nursing program. The average time to completion for part-time students is four years.

► Master's degree in nursing

Students have six years to complete the master's degree in nursing program. The average time to completion for part-time students is three years.

► Registered Nurse to Master of Science in nursing completion program

Students have 10 years to complete the RN to MS in nursing program. The average time to completion for part-time students is five years.

Licensure

Excelsior College nursing programs are designed in accordance with the requirements for Registered Nurse programs in New York State. The associate degree programs prepare students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) for practice in the United States. Excelsior College graduates who meet eligibility requirements are eligible to take the NCLEX-RN® in New York State.

Our graduates are eligible for licensure in most other states by examination or endorsement. However, states may have different requirements for pre-licensure education; students are responsible for determining the legal criteria for licensure in the state where they wish to practice. Some states have special licensure requirements for our graduates. Graduation from a registered and accredited program does not guarantee eligibility for licensure; students may also need to meet other requirements regarding age, high school graduation, type of education, and so forth.

If the state in which you wish to be licensed is part of the national compact for licensure, ask about those specific requirements.

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

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

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

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

Clinical Practice Requirements

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



EXCELSIOR COLLEGE NURSING PIN

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

IMPORTANT INFORMATION REGARDING THE ASSOCIATE DEGREE IN NURSING PROGRAM

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

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

- ▶ The [associate degree nursing program](#) is designed for LPNs, LVNs, paramedics, and certain classifications of active-duty military, National Guard, or Reserves within specific military occupations with equivalent scope of practice to LPN/LVN or paramedic.
- ▶ A student's possession of an LPN, LVN, Paramedic, or Military Corpsmen credential does not guarantee success in the associate degree nursing program.
- ▶ Excelsior College is not associated with, nor does it endorse, any external organization, external firm, or group that provides theoretical and clinical learning opportunities for students. Learning opportunities and resources are provided by the College and are described on our [Test Preparation Advisory webpage](#).
- ▶ The Associate Degree in Nursing program is designed for individuals with experience in clinical settings. Students will have opportunities to expand upon existing clinical skills and knowledge throughout the curriculum and will demonstrate their clinical competence during the nursing capstone.
- ▶ Students are required to submit a [Verification of Health Care Experience Form](#) signed by a clinical supervisor at the time of admission and again prior to course approval for NUR 250 Clinical Nursing Practicum: Care of Patients Across the Lifespan.
- ▶ Students enrolled in the associate degree nursing program are assigned a primary academic advisor but may also work with different members of the academic advisement team during their enrollment.
- ▶ Repeating any Excelsior College sources of credit will require students to pay the tuition and/or fees that are associated with that requirement.
- ▶ A student's success or failure in completing program requirements (including all Excelsior College sources of credit) will affect their progress through the associate degree nursing program. The time limit for completion of the associate degree is six years.
- ▶ [Pass rates for the National Council Licensure Examination-RN \(NCLEX-RN\)](#) are updated and available on the Excelsior College website.
- ▶ Because each institution of higher education maintains its own credit transfer policy, credits earned in Excelsior's associate degree in nursing program may or may not be transferable to other institutions.
- ▶ Students are responsible for reading and understanding the RN licensure requirements in the state they hope to practice in following graduation or if considering relocation. Students may consult with the State Board team and review the [State Board Requirements webpage](#) for current information regarding eligibility for RN licensure in each state and U.S. jurisdiction.
- ▶ Students are encouraged to read the School of Nursing catalog prior to enrolling in a program of study.
- ▶ All students are required to submit credentialing information prior to in-hospital clinical practice experiences. Refer to [page 5](#) for detailed information.

ASSOCIATE DEGREE PROGRAMS IN NURSING

ASSOCIATE IN SCIENCE AND ASSOCIATE IN APPLIED SCIENCE

Beliefs About the Practice of Associate Degree Nursing



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

Associate Degree Requirements: General Education and Nursing

Both the Associate in Science and the Associate in Applied Science require a total of 66 credits — 31 in general education and 35 in nursing. The two degrees have identical nursing component requirements, but they differ slightly in their general education requirements. The chart on [page 10](#) offers a visual representation of the AS and AAS programs.

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

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

Purpose of the Associate Degree Nursing Programs

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

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

End-of-Program Student Learning Outcomes

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

6. Use evidence-based findings and information technology to improve the quality of care for patients.
7. Apply effective written communication methods applicable to the nursing profession.

The end-of-program student learning outcomes are guided by the competencies developed by National League for Nursing (2010) and the Quality and Safety Education for Nursing Institute, QSEN (2014).

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

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

This page intentionally blank for layout purposes.
Associate Degrees continued on next page.



Associate in Science and Associate in Applied Science in Nursing

66
CREDITS

| GENERAL EDUCATION COMPONENT | | CREDIT HOURS |
|--|---|--------------|
| ► Cornerstone Requirement | | 3 |
| ► Information Literacy ^① | | 1 |
| ► Written English Requirement ^{② ③} | | 3 |
| ► Humanities Requirement | | 6 |
| ► Social Sciences | | |
| Life Span Developmental Psychology Core ^② | | 3 |
| Sociology Core ^② | | 3 |
| ► Natural Sciences and Mathematics | | |
| Human Anatomy and Physiology Core ^② | | 4 |
| Microbiology Core ^② | | 3 |
| Mathematics ^② | | 2 |
| ► ASSOCIATE IN SCIENCE: Arts & Sciences Electives only | | 3 |
| ► ASSOCIATE IN APPLIED SCIENCE: Free Electives/Arts & Sciences | | 3 |
| TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT | | 31 |
| NURSING COMPONENT | | CREDIT HOURS |
| ► PHASE I | | |
| NUR 108 and 104 are prerequisites for NUR 105 and 109 | NUR 108 Transition to the Professional Nurse Role | 3 |
| | NUR 104 Essentials of Nursing Care: Health Safety ^④ | 3 |
| | NUR 105 Essentials of Nursing Care: Health Differences ^④ | 3 |
| | NUR 109 Foundations in Nursing Practice | 3 |
| ► | NUR 750A–C Foundational Nursing Skills Competency Assessment Noncredit assessment. Students are exempt from this requirement if they completed both NUR 104 and NUR 105 via online courses in Summer 2020, or later. | n/a |
| ► PHASE II | | |
| | NUR 209 Reproductive Health | 3 |
| | NUR 211 Health Differences Across the Life Span 1 ^⑤ | 3 |
| | NUR 212 Health Differences Across the Life Span 2 | 3 |
| | NUR 213 Health Differences Across the Life Span 3 | 3 |
| | NUR 250 Clinical Nursing Practicum: Care of Patients Across the Lifespan ^{⑥ ⑦} | 4 |
| ► PHASE III | | |
| | NUR 275 Competencies for Contemporary Nursing Practice | 3 |
| | NUR 290 Nursing Capstone: Advanced Clinical Practicum ^{⑦ ⑧} | 4 |
| TOTAL CREDITS FOR NURSING COMPONENT | | 35 |
| TOTAL DEGREE CREDITS REQUIRED | | 66 |

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

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

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

④ This requirement needs to have been completed as an online course in Summer 2020 or later. If completed prior to summer 2020, or if completed via waiver or examination (ECE), NUR 750 Foundational Nursing Skills Competency is an additional requirement for the degree.

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

⑥ Students can register for this course when all Phase I and two of the three Health Differences across the Lifespan courses in Phase II nursing courses are successfully completed, and a current VHCE form has been submitted. In addition, students must also successfully complete NUR 750 when indicated.

⑦ Hybrid course. See description on [page 15](#).

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

ASSOCIATE IN SCIENCE

General Education Component (31 credits)

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

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

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

1. **IND 101 Cornerstone A: Foundations (Cornerstone course):** To provide students with the foundational skills and resources for academic and career success, and assure a “smart start” to the Excelsior College academic experience, the College has implemented a Cornerstone course requirement. All students who are admitted in an undergraduate degree program will be required to complete a Cornerstone course in their first term of credit-bearing activity after admission to Excelsior College.
1. **Information Literacy**
Students are expected to demonstrate competency in information literacy. This requirement provides a broad overview of information literacy concepts.
The information literacy requirement must be completed within the first 13 Excelsior College credits attempted, and no more than five years prior to the academic policy date.
2. **Written English Requirement**
Three credits are required in expository writing, which may be at the freshman level. This requirement must be completed within the first 13 Excelsior College credits attempted, and before registering for any nursing courses.

3. Humanities Requirements

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

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

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

4. Social Sciences/History Distribution and Core Requirements

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

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

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

5. Natural Sciences/Mathematics Distribution and Core Requirements

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

Within the natural sciences/mathematics distribution, students are required to complete 9 credits including the core requirements of

human anatomy and physiology (minimum 4 credits, covering all major body organ systems), microbiology (minimum 3 credits), and college-level mathematics.

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

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

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

6. Arts and Sciences Electives

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

ASSOCIATE IN APPLIED SCIENCE

Program in chart format on [page 10](#).

General Education Component (31 credits)

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

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

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

1. IND 101 Cornerstone A: Foundations

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

2. Information Literacy

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

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

3. Written English Requirement

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

4. Humanities Requirements

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

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

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

5. Social Sciences/History Requirements

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

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

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

6. Natural Sciences/Mathematics Requirements

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

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

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

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

7. Free Electives/Arts and Science Electives

The additional 3 credits may be earned in any of the above arts and sciences areas or in other college-level subjects such as health, business, computer science, counseling, education, or nutrition. Credit from associate-level nursing courses, physical education activity courses, and courses listed as remedial or developmental cannot be used to satisfy general education degree requirements.

Minimum Grade Required

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

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

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

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

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

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

Most general education requirements must be completed before approval for nursing courses can be granted. The prerequisites include written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, and College-level Math. The two Excelsior College associate degree programs have identical nursing component requirements.

The nursing component is divided into three phases, which must be completed in the order shown in the degree chart on [page 10](#).

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

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

Nursing Online Courses

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

Online courses require weekly online discussions, writing assignments, and quizzes. Select Phase II courses include embedded simulated practice experiences using virtual patients. Students should plan to spend 18 hours or more per week to complete coursework. Nursing course registration may be offered to students who:

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

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

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

PHASE I NURSING ONLINE COURSES

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

Students must receive approval from an Academic Advisor before registering.

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

NUR 108 Transition to the Professional Nurse Role 3 credits

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

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

Delivery: Online course delivered over 8 weeks.

NUR 104

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

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

This content focuses on the use of nursing process to provide and manage patient-centered care for persons across the lifespan. Patient teaching is discussed. Documenting and reporting nursing care and the use of informatics in health care are presented. The concepts of health promotion, maintenance, obtaining a health history and the techniques of physical assessment are presented. Attention to safe and effective care with respect to environmental safety needs, emergency preparedness, use of restraints, infection control, and the prevention and management of pressure injury is explored. Pharmacology, safe medication administration and related nursing care are also addressed.

All of the skill labs in this course must be successfully completed with a passing grade of (P) to pass this course, regardless of the course numeric grade. Skills labs are graded pass/fail (P/F).

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

Delivery: Online course delivered over 8 weeks.

NUR 105

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

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math, NUR 104 Essentials of Nursing Care: Health Safety, and NUR 108 Transition to the Professional Nurse Role. LPN to BS students take NUR 101 Introduction to Professional Nursing in place of NUR 108.

This content focuses on the application of the nursing process to support nursing judgment for the provision of evidence-based, patient-centered care. Patient-centered care addressing the promotion of health and achievement of optimal outcomes for patients experiencing common health problems related to nutrition, elimination, oxygenation, fluid, and electrolyte balance, mobility, activity, sleep, and rest is presented in this content.

Knowledge of anatomy and physiology and the nursing process is used to support nursing judgment. Ethical and legal implications along with evidence-based standards of

nursing practice are presented in relation to safe, quality nursing care for patients and families across the lifespan.

All of the skill labs in this course must be successfully completed with a passing grade of (P) to pass this course, regardless of the course numeric grade. Skills labs are graded pass/fail (P/F).

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

Delivery: Online course delivered over 8 weeks.

NUR 109 Foundations in Nursing Practice 3 credits

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math, NUR 104 Essentials of Nursing Care: Health Safety, and NUR 108 Transition to the Professional Nurse Role. LPN to BS students take NUR 101 Introduction to Professional Nursing in place of NUR 108.

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

Delivery: Online course delivered over 8 weeks.

NUR 750A Foundational Nursing Skills Competency Assessment (Noncredit assessment, 0 credit)

This noncredit assessment focuses on the student's demonstration of competency with basic nursing skills and is required for entry into the clinical practicum courses. Students are required to submit weekly videos demonstrating their competency with foundational nursing skills and are allotted one video submission per nursing skill. Foundational nursing skills include a head-to-toe assessment; medication administration including intravenous, oral, intramuscular and subcutaneous routes; and intermittent urinary catheter

insertion. Students must achieve a passing grade for all foundational nursing skills in order to successfully pass NUR 750 and receive course approval for NUR 250.

For students who previously completed both NUR 104 and NUR 105 via examination (ECE) or waiver, or via online courses prior to Summer 2020.

Students must purchase one skills kit (available in the bookstore) for use in the NUR 104 and NUR 105 course. Items in the kit must be used when students record and submit their nursing skills assignment for faculty evaluation in NUR 750.

Delivery: Online assessment open for 8 weeks.

Students have a maximum of 3 attempts at NUR 750A.

NUR 750B Foundational Nursing Skills Competency Assessment (Noncredit assessment, 0 credit)

This noncredit assessment focuses on the student's demonstration of competency with basic nursing skills and is required for entry into the clinical practicum courses. Students are required to submit weekly videos demonstrating their competency with foundational nursing skills and are allotted one video submission per nursing skill. Foundational nursing skills include a head-to-toe assessment and medication administration including intravenous, oral, intramuscular, and subcutaneous routes. Students must achieve a passing grade for all foundational nursing skills in order to successfully pass NUR 750 and receive course approval for NUR 250.

For students who previously completed NUR 104 via examination (ECE) or waiver, or via online course prior to Summer 2020.

Students must purchase one skills kit (available in the bookstore) for use in the NUR 104 and NUR 105 course. Items in the kit must be used when students record and submit their nursing skills assignment for faculty evaluation in NUR 750.

Delivery: Online assessment open for 8 weeks.

Students have a maximum of 3 attempts at NUR 750B.

NUR 750C Foundational Nursing Skills Competency Assessment (Noncredit assessment, 0 credit)

This noncredit assessment focuses on the student's demonstration of competency with basic nursing skills and is required for entry into the clinical practicum courses. Students are required to submit weekly videos demonstrating their competency with foundational nursing skills and are allotted one video submission

per nursing skill. Foundational nursing skills include intravenous fluid and medication administration as well as intermittent urinary catheter insertion. Students must achieve a passing grade for all foundational nursing skills in order to receive course approval for NUR 250.

For students who previously completed NUR 105 via examination (ECE) or waiver, or via online course prior to Summer 2020.

Students must purchase one skills kit (available in the bookstore) for use in the NUR 104 and NUR 105 course. Items in the kit must be used when students record and submit their nursing skills assignment for faculty evaluation in NUR 750.

Delivery: Online assessment open for 8 weeks.

Students have a maximum of 3 attempts at NUR 750C.

PHASE II

NUR 209 Reproductive Health 3 credits
(2.5 credits didactic, 0.5 credits lab)

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

The care of patients and families across the life span with needs related to human sexuality, childbearing, congenital anomalies, genetic disorders, and male/female reproductive disorders is the focus of this content. Evidence-based, culturally sensitive nursing care, standards of professional nursing practice, as well as ethical, legal and regulatory requirements are addressed. Principles, concepts, and theories from the natural and social sciences in relation to safe, quality nursing care are applied to patients and families across the lifespan.

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

Delivery: Online course delivered over 8 weeks.

NUR 211 Health Differences Across the Life Span 1 3 credits
(2.5 credits didactic, 0.5 credits lab)

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

This requirement focuses on the application of the nursing process to support nursing judgment and the

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

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

Delivery: Online course delivered over 8 weeks.

NUR 212 Health Differences Across the Life Span 2 3 credits
(2.5 credits didactic, 0.5 credits lab)

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

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

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

Delivery: Online course delivered over 8 weeks.

NUR 213 Health Differences Across the Life Span 3 3 credits
(2.5 credits didactic, 0.5 credits lab)

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

This content focuses on the application of the nursing process to support nursing judgment for the provision of care for persons with health problems related to infectious and communicable diseases, tissue trauma,

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

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

Delivery: Online course delivered over 8 weeks.

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

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math, all Phase 1, and NUR 209, NUR 211, NUR 212, NUR 213.

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

In this clinical course, students focus on application of contemporary competencies and practice guidelines for delivery of safe, quality patient care. Laboratory experiences provide opportunity for further development of nursing judgment applicable to the clinical environment. Students provide direct care for patients across the lifespan who are experiencing non-critical medical-surgical conditions in the acute care setting. Students are scheduled for clinical experiences and are required to travel to clinical site during the course term. Satisfactory grades in the laboratory and clinical experience are required to pass the course.

This course must be completed through Excelsior College.

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

PHASE III

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

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

This course is designed for students to apply competencies for contemporary nursing practice. Safety, teamwork and collaboration, evidence-based practice, quality improvement, leadership and delegation, informatics, and professional role development are studied. Students will engage in weekly, synchronous, faculty-facilitated virtual clinical experiences while caring for clients in a variety of care settings, across the lifespan. Satisfactory application of competencies in the virtual clinical experience is required to pass the course.

This course must be completed through Excelsior College.

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

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

Delivery: Online course delivered over 8 weeks.

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

Prerequisites: Written English, Life Span Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, College-level Math, all Phase 1 and 2 requirements, and NUR 275 Competencies for Contemporary Nursing Practice.

The content in this clinical course will assist students to further develop their role as a member of the profession and continue to prepare them for professional nursing practice. Emphasis is on advanced skills, knowledge, judgment, and professional values. This course includes a laboratory and a dynamic clinical practice experience caring for multiple patients in a healthcare facility.

Students are scheduled for clinical experiences and are required to travel to clinical site during the course term. Satisfactory grades in all components of the course: didactic, laboratory, and clinical experience are required to pass the course.

This course must be completed through Excelsior College.

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

Policies Specific to the Associate Degrees in Nursing

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

Please file your Handbook with your other important academic papers and this program catalog for easy reference. Policies and procedures that apply specifically to the associate degrees in nursing are listed on the following pages.

Minimum Academic Average

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

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

Time Limits

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

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

NUR 104 and NUR 105 requirements must be completed via online course Summer 2020 or after. Excelsior College Examinations, NURx104, 105, and 211 will not apply regardless of date completed.

General Education Component

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

Students should plan carefully, consulting with their academic advisors, about the examinations and courses to take to fulfill degree requirements.

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

Nursing Course Policies

Policies on Repeating Online Courses

Students enrolled in the nursing program are allowed three attempts for the same nursing course for which they have received a D or F grade. Failure of the requirement on the third attempt will lead to academic dismissal from the associate degree in nursing program. Withdrawn or prospective students who have failed a single nursing course three times will be denied admission to this program for at least one year.

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

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

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

Laboratory Experiences

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

Clinical Experiences

Students must complete these requirements through Excelsior College.

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

Technical Standards for the Clinical Experiences

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

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

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

Requesting Accommodations for the Clinical Experiences

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

modification to testing, services, or a program of study, that allows access by individuals with disabilities.

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

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

Additionally, the College is required to abide by the provisions of Section 504 of the Rehabilitation Act of 1973 which protect otherwise qualified individuals from discrimination based on their disability. In order to be otherwise qualified, a student with a disability must be capable, either with or without accommodation, of fulfilling the essential requirements of the educational program.

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

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

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

Physical Education Courses

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

Waiver of Excelsior College®

Associate Degree in Nursing Courses

Under certain conditions, credits from previously completed degree-level nursing courses may be submitted for the purpose of requesting a waiver of an Excelsior College nursing courses. Any requirement approved for waiver will be designated as a “pass” or “P” grade. Any such college coursework submitted for faculty review must:

- ▶ be from a regionally accredited degree-granting institution of higher education.
- ▶ have been completed no more than five years prior to the academic policy date in an Excelsior College nursing program.
- ▶ cover content equivalent to that of the theory requirement for which the waiver is sought.
- ▶ carry a grade of B or better.
- ▶ be submitted for faculty review before the online course in that content area is taken.

Credit earned from most military service, foreign nursing schools, and occupational specialties may not be used to waive the nursing courses because their course content is not equivalent. If you have this type of background, you should discuss options with an academic advisor.

NUR 250, NUR 275, and NUR 290 cannot be waived and must complete these requirements through Excelsior College.

Due to the comprehensive content of each Excelsior College nursing course, most students need a cluster of previous courses, including study of the care of adults and children, to meet the criteria for waiver. You are encouraged to obtain Excelsior College nursing course syllabi, and to review the content for comparison to courses already completed before submitting materials for waiver. This step may help determine which requirements to work on while waiting for the faculty to make a decision regarding a waiver request.

Nursing courses from licensed practical vocational nursing programs and hospital diploma programs

both in the United States and abroad are not eligible for transfer credit since they do not carry college-level credits. See the description of Essentials of Nursing Care: Health Differences for special considerations for waiver of that requirement by LPN/LVN graduates.

Should your enrollment lapse and you reenroll, you will lose any nursing credits earned more than five years prior to the new academic policy date. If you have waived any of the nursing course requirements during a previous enrollment, you will not automatically receive waiver of those same requirements when reenrolling. Upon reenrollment, Excelsior College nursing faculty will review the courses again to determine applicability toward current degree requirements.

Planning for Degree Completion

The average time from initial matriculation to program completion for part-time study is four and three-quarter years. You are encouraged to matriculate in the College to receive the necessary academic advisement necessary for degree completion.

Learning Resources and Assistance for AS and AAS Nursing Students

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

Other learning resources and assistance include:

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

For more details, visit the [School of Nursing home page of Excelsior College's website.](#)

[illegible]

Beliefs About the Practice of Bachelor's Degree Nursing

The faculty believes that bachelor's degree nursing practice requires an intellectual focus, the application of nursing theory, an extensive knowledge base, and the use of a scientific mode of inquiry. Nurses prepared at the bachelor's level use a distinct body of knowledge as well as intellectual and practice skills to provide culturally appropriate care to clients across the life span and at various points on the health-illness continuum. They are educated to deliver patient-centered care as a member of an interprofessional team emphasizing evidence-based practice, quality improvement approaches, and prevention. Nursing practice is built on nursing knowledge, theory, and research, and the nurse applies and adapts knowledge from other fields and professions as appropriate.

The mission of the Baccalaureate Nursing Program at Excelsior College is to meet students where they are in their lives and careers and use innovative distance-learning education to empower them to lead health care teams of the future. Graduates will be prepared to deliver population-based health care to a complex, diverse society at local, national, and global levels.

The program framework is based on the National League for Nursing's *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing* (NLN, 2010). This publication identifies curricular elements and expected outcomes and provides the educational framework for the preparation of professional nurses. Achievement of these outcomes enables graduates to practice in an ever-changing and complex health care environment. Concepts such as patient-centered care, nursing judgment, cultural sensitivity, professionalism, and spirit of inquiry are emphasized in the curriculum. A solid base of liberal education helps students develop an expanded world view that supports critical problem solving in addressing complex health care challenges.



Bachelor of Science in Nursing for Registered Nurses

121
CREDITS

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

- ① This requirement must be completed within the first 13 Excelsior College credits attempted, and no more than five years prior to the academic policy date.
- ② The Written English Requirement is a prerequisite NUR 462 Nursing Capstone. The Written English must be completed within the first 13 Excelsior College credits attempted.
- ③ The ethics core requirement is a prerequisite for the Nursing Capstone.
- ④ Statistics is a pre-/corequisite for Research in Nursing.
- ⑤ These credits are not required for students who earned an associate degree in nursing at Excelsior College.
- ⑥ Students are eligible for this requirement when the ethics core requirement is complete, when they have no more than 6 credits in general education still needed, and when all other nursing courses are complete. The nursing elective is the only nursing requirement that can be taken along with the capstone course.

BACHELOR OF SCIENCE IN NURSING FOR REGISTERED NURSES

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

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

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

End-of-Program Student Learning Outcomes

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

Admission

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

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

Bachelor of Science in

Nursing Degree Requirements

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

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

General Education Component

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

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

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

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

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

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

Requirements

1. **IND 101: Cornerstone A: Foundations** course or **IND 301: Cornerstone B: Pathways** course: To provide students with the foundational skills and resources for academic and career success, and assure a "smart start" to the Excelsior College academic experience, the College has implemented a Cornerstone course requirement. All students who enroll in an undergraduate degree program on or after November 1, 2019, will be required to complete a Cornerstone course in their first term of credit-bearing activity after admission to Excelsior College.
2. **Information Literacy**
Students are expected to demonstrate competency in information literacy. The information literacy requirement must be completed within the first 13 Excelsior College credits attempted.
3. **Written English Requirement**
Six credits are required in English composition. The first 3 credits in Written English must be completed within the first 13 Excelsior College credits attempted.
4. **Humanities Requirements**
The humanities requirements are designed to help you learn to read critically, reason well, think logically and critically, and express aesthetic appreciation. You are encouraged to

study at least two disciplines in this area.

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

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

5. Social Sciences/History Distribution and Core Requirements

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

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

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

6. Natural Science/Mathematics Distribution and Core Requirements

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

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

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

physics. Survey courses are not acceptable.

Students are also required to complete a course or exam in statistics. The statistics course must include both descriptive and inferential statistical measures. The statistics requirement can be completed before or along with the Research in Nursing course.

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

Meeting Core Requirements

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

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

Nursing Component

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

Practice Experiences

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

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

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

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

PHASE I

**NUR 336 The Profession of Nursing,
Becoming Influential**

3 credits

Prerequisite: ENG 101 College Composition.

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

Delivery: Online course delivered over 8 weeks.

NUR 338 Introduction to Informatics for Nurses 2 credits

Prerequisite: None

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

Delivery: Online course delivered over 8 weeks.

NUR 342 Holistic Health Care Across the Life Span 4 credits

Prerequisites: Active and unencumbered RN license.

This course focuses on the role of the professional nurse in the health promotion of individuals and populations. Emphasis is placed on enhancing communication skills, cultural competence, and physical assessment skills for registered nurses. Care of individual patients and populations is analyzed within the context of environmental influences, social determinants of health, and culture. Students will explore the role of technology in improving access to care and optimizing health care outcomes. Students will complete a practice experience that includes a health history, a comprehensive physical assessment, a genogram, and a teaching plan on a live adult volunteer. Supporting practice experiences, such as digital clinical simulations, will be used to augment direct, hands-on practice experience. Students will purchase Shadow Health's Digital Clinical Simulations to practice and enhance clinical reasoning skills. This course includes 45 hours of practice experience.

Delivery: Online course delivered over 15 weeks.

NUR 356 Leadership and Management in Nursing 4 credits

Prerequisites: Active and unencumbered RN license.

Nurse leaders engage in ethical decision-making processes that align with organizational priorities. Leaders make a variety of strategic decisions including people management, prudent use of financial resources, and development of a vision for the organization and team. Leading a team is a complex endeavor and

involves clear communication of the vision, the ability to work in inter-professional teams, a passion for the mission, the ability to make decisions under pressure and uncertainty, and the ability to motivate others to embrace the vision. This course analyzes the interrelated relationship between leadership and decision making, and examines how wisdom, research, personal values, and theory enhance leadership and decision-making skills. The course will use a mix of reading, course conversations, case studies, teamwork, and reflective exercises to explore the role of nurse leaders. Satisfactory performance in the practice experience of this course is required for a passing grade in the course. This course includes 10 hours of practice experience.

Delivery: 15-week online course.

Nursing Elective Requirement (3 credits)

Consult with your academic advisor before taking a course or examination for nursing elective credit in order to be sure that you are choosing an acceptable option. A list of professional nursing certifications that may be used to fulfill the nursing elective requirement is on [page 29](#), and on our website.

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

PHASE II

NUR 430 Research in Nursing 3 credits

Prerequisites: Active and unencumbered RN license.

Statistics is a pre-/corequisite for this course.

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

and application of research findings. The principles of evidence-based practice in nursing will be used to prepare students for their Capstone Quality Improvement Initiative project.

Delivery: Online course delivered over 8 weeks.

NUR 446 Teaching and Learning in a Diverse Society

3 credits

Prerequisites: Active and unencumbered RN license.

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

Delivery: Online course delivered over 8 weeks.

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

4 credits

Prerequisites: Active and unencumbered RN license.

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

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

Delivery: Online course delivered over 15 weeks.

PHASE III

NUR 462 Nursing Capstone

4 credits

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

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

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

This course must be completed through Excelsior College.

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

Certifications Approved for Elective Credit

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

- ▶ **AACN Certification Corporation (CCRN)**
 - ▶ Certification for Adult Critical Care Nurses (4 credits)
 - ▶ Certification for Neonatal Critical Care Nurse (4 credits)
 - ▶ Certification for Pediatric Critical Care Nurses (4 credits)

Two additional nursing elective credits will be awarded to students for each additional CCRN certification (adult, pediatric, neonatal). That is, the student will be awarded 4 credits for the first certification and 2 credits for each subsequent certification.

 - ▶ Certification for Progressive Care Nurses (PCCN) (3 credits)
- ▶ **American Board of Neuroscience Nursing**
 - ▶ Neuroscience Registered Nurse (Certified)(3 credits)
- ▶ **American Board of Perianesthesia Nursing Certification Inc. (ABPANC)**
 - ▶ Certified Post-Anesthesia Nurse (CPAN) (3 credits)
 - ▶ Certified Ambulatory Perianesthesia Nurse (CAPA) (4 credits)

Five nursing elective credits will be awarded to students holding both CPAN and CAPA.
- ▶ **American Nurses Credentialing Center**
 - ▶ Certified Gerontological (ADN) Nurse (3 credits)
 - ▶ Psychiatric/Mental Health Nursing (3 credits)
- ▶ **Board of Certification for Emergency Nurses**
 - ▶ Certified Emergency Nurse (CEN) (3 credits)
 - ▶ Certified Flight Registered Nurses (CFRN), (3 credits)
- ▶ **Competency and Credentialing Institute**
 - ▶ Certified Perioperative Nurse (CNOR) (3 credits)
- ▶ **Medical-Surgical Nursing Certification Board**
 - ▶ Certified Medical-Surgical Registered Nurse (CMSN) (4 credits)

- ▶ **National Board for Certification of Hospice and Palliative Nurses**
 - ▶ Certified Hospice and Palliative Nurse (CHPN) (3 credits)
- ▶ **Oncology Nursing Certification Corporation Certified Breast Care Nurse (CBCN) (3 credits)**
- ▶ **Pediatric Nursing Certification Board**
 - ▶ Certification in Pediatric Nursing (CPN) (3 credits)

Policies Specific to the Bachelor of Science in Nursing

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

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

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

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

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

Admission

Registered Nurses

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

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

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

International Student Admission Requirements

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

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

English Language Proficiency Requirement

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

1. Submission of TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) taken within the last two years.
2. Successful completion of UExcel® ENGx111 **English Composition exam** or UExcel® ENGx110 **College Writing exam**.
3. Submission of evidence of the successful completion of at least 9 credit hours of academic work in courses delivered in English at an institution of higher education in the United States.

Minimum Academic Average

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

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

Time Limit

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

Technical Standards for RN to BS Program

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

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

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

Policy on Repeating Nursing Online Courses

Students may take each nursing course a maximum of three times. Failure on the third attempt will lead to dismissal from the nursing program for at least one year.

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

Waiver of Excelsior College® Nursing Theory Courses

Under certain conditions, credits from previously completed bachelor's-level nursing courses may be submitted for the purpose of transfer or to request a waiver of an Excelsior College nursing theory course. Any requirement approved for waiver will be designated as a "pass" or "P" grade. Nursing courses from hospital diploma programs both in the United States and abroad are not eligible for transfer credit. Bachelor's course work submitted for faculty review for waiver must:

- ▶ be from a regionally accredited degree-granting institution of higher education.
- ▶ have been completed no more than five years prior to the academic policy date in the Excelsior College bachelor's nursing program.
- ▶ cover content equivalent to that of the course for which the waiver is sought.
- ▶ carry a grade of C or better.
- ▶ be submitted for faculty review before the theory course in that content area is taken.

Should your enrollment lapse and you reenroll, you will lose any nursing credits earned more than five years prior to academic policy date. If you have waived any of the nursing theory requirements during a previous enrollment, you will not automatically receive waiver of those same requirements when reenrolling. Upon reenrollment, Excelsior College nursing faculty will review the courses again to determine applicability toward current degree requirements. Any requirement approved for waiver will be designated as a "pass" or "P" grade.

You may not request a waiver of a specific course requirement if you have already failed the comparable Excelsior College course. Students must complete the Nursing Capstone requirement through Excelsior College.

Learning Resources

for Bachelor's Degree in Nursing Students

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

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

As an enrolled nursing student, you will have access to:

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

This page intentionally blank for layout purposes.



LPN to Bachelor of Science in Nursing

121
CREDITS

| ASSOCIATE-LEVEL GENERAL EDUCATION COMPONENT | | CREDIT HOURS |
|--|--|--------------|
| ▶ Cornerstone Requirement | | 3 |
| ▶ Information Literacy ^① | | 1 |
| ▶ Written English Requirement I ^{②④} | | 3 |
| ▶ Humanities | | 6 |
| ▶ Social Sciences | | |
| Life Span Developmental Psychology Core ^② | | 3 |
| Sociology Core ^② | | 3 |
| ▶ Natural Sciences/Mathematics | | |
| Anatomy and Physiology Core ^② | | 4 |
| Microbiology Core ^② | | 3 |
| Mathematics ^② | | 2 |
| ▶ Free Elective/Arts & Sciences | | 3 |
| TOTAL CREDITS FOR GENERAL EDUCATION COMPONENT | | 31 |
| ASSOCIATE DEGREE NURSING COMPONENT | | CREDIT HOURS |
| PHASE I | NUR 101 Introduction to Professional Nursing | 2 |
| | NUR 104 Essentials of Nursing Care: Health Safety | 3 |
| | NUR 105 Essentials of Nursing Care: Health Differences | 3 |
| | NUR 109 Foundations of Nursing Practice | 3 |
| PHASE II | NUR 209 Reproductive Health | 3 |
| | NUR 211 Health Differences Across the Life Span 1 | 3 |
| | NUR 212 Health Differences Across the Life Span 2 | 3 |
| | NUR 213 Health Differences Across the Life Span 3 | 3 |
| | NUR 250 Clinical Nursing Practicum: Care of Patients Across the Lifespan ^{⑤⑥} | 4 |
| PHASE III | NUR 275 Clinical Competencies for Contemporary Nursing Practice | 3 |
| | NUR 290 Nursing Capstone: Advanced Clinical Practicum ^{⑥⑦} | 4 |
| TOTAL CREDITS FOR ASSOCIATE DEGREE NURSING COMPONENT | | 34 |
| TOTAL CREDITS FOR ASSOCIATE IN APPLIED SCIENCE IN NURSING DEGREE | | 65 |
| BACHELOR'S-LEVEL GENERAL EDUCATION COMPONENT | | CREDIT HOURS |
| ▶ Written English Requirement II ^③ | | 3 |
| ▶ Humanities | | 3 |
| ▶ Ethics Core ^⑧ | | 3 |
| ▶ Social Sciences Elective | | 9 |
| ▶ Statistics ^⑨ | | 3 |
| ▶ Natural Sciences Elective | | 3 |
| ▶ Arts & Sciences Electives | | 6 |
| TOTAL ASSOCIATE DEGREE & BACHELOR'S CREDITS FOR GENERAL EDUCATION | | 61 |
| BACHELOR'S DEGREE NURSING COMPONENT | | CREDIT HOURS |
| PHASE IV | NUR 301 Bridge for Professional Socialization | 2 |
| | NUR 338 Introduction to Informatics for Nurses | 2 |
| | NUR 342 Holistic Health Care Across the Life Span ^⑩ | 4 |
| | NUR 356 Leadership and Management in Nursing ^⑩ | 4 |
| PHASE V | NUR 430 Research in Nursing ^{⑨⑩} | 3 |
| | NUR 446 Teaching and Learning in a Diverse Society ^⑩ | 3 |
| | NUR 448 Community Health Nursing: Caring for the Public's Health ^⑩ | 4 |
| PHASE VI | NUR 462 Nursing Capstone ^{③⑧⑩⑪} | 4 |
| TOTAL ASSOCIATE DEGREE & BACHELOR'S NURSING CREDITS | | 60 |
| TOTAL BACHELOR OF SCIENCE IN NURSING DEGREE CREDITS | | 121 |

Chart footnotes listed on following page

LPN TO BACHELOR OF SCIENCE IN NURSING

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

End-of-Program Student Learning Outcomes

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

Policies Specific to the LPN to BS in Nursing Program

The Excelsior College Student Policy Handbook is your resource for the academic administrative policies. The Handbook includes information including your right to privacy, grading policies, and policies and procedures concerning refunds, withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

Additional policies and procedures that apply specifically to the LPN to BS in Nursing program are listed on [page 36](#) of this catalog.

Admission

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

- ▶ Hold an active and unencumbered LPN/LVN license in the U.S., and
- ▶ Submit written verification of employment in a direct patient care setting. Applicants will

continued on next page

LPN to Bachelor of Science in Nursing Chart Information

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

acknowledge that they are applying to a program that is designed for individuals with current, nursing-related health care experience, and

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

Further details on the admission criteria above are available from the College's Admissions Office and on the College website.

LPN/RN Licensure Requirement

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

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

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

Time Limit

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

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

NUR 104 and NUR 105 requirements must be completed via online course Summer 2020 or after. Excelsior College Examinations, NURx104, 105, and 211 will not apply regardless of date completed.

Minimum Academic Average

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

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

Policy on Repeating Nursing Online Courses

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

LPN to BS in Nursing Requirements

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

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

General Education Component (61 credits)

See [page 8](#) in the undergraduate section of this catalog for detailed information about undergraduate general education requirements.

Nursing Component (60 credits)

The nursing component of the LPN to BS in Nursing program includes associate degree-level requirements and bachelor's-level requirements. Prerequisites for all nursing courses are listed on [page 14](#) and [page 27](#). The policy for waiver of associate degree requirements is listed on [page 21](#), and the policy for the waiver of bachelor's requirements is listed on [page 32](#) in this catalog. Students may register for NUR 301 and/or NUR 338 following completion of Phase II. Students must consult with their academic advisors.

Associate Degree Requirements

(See the associate degree program section on [page 14](#) for descriptions of the following requirements.)

Nursing courses must align with content and practice experiences (lab and clinical) for acceptance in transfer/waiver of required courses to meet the full breadth of clinical practice experiences.

- ▶ NUR 101 Introduction to Professional Nursing
- ▶ NUR 104 Essentials of Nursing Care: Health Safety
- ▶ NUR 105 Essentials of Nursing Care: Health Differences
- ▶ NUR 109 Foundations of Nursing Practice
- ▶ NUR 209 Reproductive Health
- ▶ NUR 211 Health Differences Across the Life Span 1
- ▶ NUR 212 Health Differences Across the Life Span 2
- ▶ NUR 213 Health Differences Across the Life Span 3
- ▶ NUR 250 Clinical Nursing Practicum: Care of Patients Across the Life Span
- ▶ NUR 275 Clinical Competencies for Contemporary Nursing Practice
- ▶ NUR 290 Nursing Capstone: Advanced Clinical Practicum

NUR 101 Introduction to Professional Nursing 2 credits

Prerequisites: Written English, Life Span

Developmental Psychology, Sociology, Anatomy & Physiology, Microbiology, and College-level Math.

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

Bachelor's Requirements

(See the bachelor's degree program section [page 27](#) for descriptions of the following requirements.)

- ▶ NUR 301 Bridge for Professional Socialization
- ▶ NUR 338 Introduction to Informatics for Nurses
- ▶ NUR 342 Holistic Health Care Across the Life Span
- ▶ NUR 356 Leadership and Management in Nursing
- ▶ NUR 430 Research in Nursing
- ▶ NUR 446 Teaching and Learning in a Diverse Society
- ▶ NUR 448 Community Health Nursing: Caring for the Public's Health
- ▶ NUR 462 Nursing Capstone

NUR 301 Bridge for Professional Socialization 2 credits

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

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

will transform and create new ways of approaching professional practice.

Practice Experience

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

Nursing courses must align with content and practice experiences (lab and clinical) for acceptance in transfer/waiver of required courses to meet the full breadth of clinical practice experiences.

Students must complete the hybrid clinical course requirements, NUR 250 and NUR 290, through Excelsior College.

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

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

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

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

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

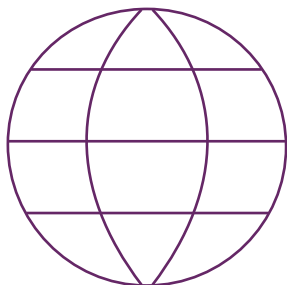
There are various practice experience hours dispersed over five courses in the RN to BS Nursing program: NUR 342 Holistic Health Assessment Across the Life Span, NUR 446 Teaching and

Learning in a Diverse Society, NUR 448 Community Health Nursing, Caring for the Public's Health, NUR 356 Leadership and Management in Nursing, and NUR 462 Nursing Capstone.

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

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

GRADUATE DEGREE PROGRAMS IN NURSING



Beliefs About Master's Degree Nursing Practice

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

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

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

Purpose of the Graduate Programs in Nursing

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

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

Program Requirements

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

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

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

End-of-Program Student Learning Outcomes

1. Function as a leader and change agent to promote holistic patient-centered care and population health.
2. Translate evidence to develop health care practices in a culturally and ethnically diverse global society.
3. Synthesize theoretical and empirical knowledge from nursing and other disciplines that are essential for nursing judgment and practice.
4. Integrate specialty practice knowledge to enhance

interprofessional collaboration, inform decisions, and improve outcomes.

5. Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's-prepared nurse.
6. Implement the role of master's-prepared nurse as part of the interprofessional team.
7. Integrate scholarship, a spirit of inquiry, and innovation to support nursing excellence.

Practice Experience

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

The faculty believe that practice experiences for master's level nursing students provide opportunities to: act as change agents to improve health care outcomes; create, collaborate, and lead interprofessional teams; develop and test innovative solutions to clinical problems; translate evidence into nursing practice; design evidence based teaching learning, experiences; and appreciate the need for lifelong learning. The practice experiences in the three MS nursing programs (MS in Informatics, MS in Nursing Leadership and Administration of Health Care Systems, and MS in Nursing Education) are designed to assist the student in developing expertise in their chosen specialty.

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

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

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

Policies Specific to the Master of Science in Nursing

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

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

Admission

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

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

International Student Admission Requirements

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

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

English Language Proficiency Requirement

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

1. Submission of TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) taken within the last two years.
2. Successful completion of UExcel® ENGx111 English Composition exam or UExcel® ENGx110 College Writing exam.
3. Submission of evidence of the successful completion of at least 9 credit hours of academic work in courses delivered in English at an institution of higher education in the United States.

Repeating Courses

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

Grades Awarded

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

Time Limit

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

Technical Standards for MS Programs

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

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

- ▶ Perform a physical examination on another person, including the skills of: observation/inspection, palpation, auscultation, and percussion.
- ▶ See, hear, smell, touch, and detect subtle changes in color.
- ▶ Perform parts of a physical examination in an online simulation experience, including sufficient hearing, and vision and manual dexterity for an online experience.
- ▶ Navigate in a community setting. The practice experience requires the student to travel within the community, and interact with clients and staff in a community agency. Must be able to provide own means of transportation, if needed.
- ▶ Communicate (verbally and in writing) with English-speaking clients and/or family members/significant others as well as members of the health care team, including nurses, physicians, support staff, and faculty.
- ▶ Read and understand documents written in English.
- ▶ Solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- ▶ Demonstrate good judgment, use of intellectual abilities, and development of effective relationships with clients and other health care professionals.

Course Waiver

Up to 16 graduate-level credits from an accredited college or university may be applied toward course waivers in the MS in nursing program. Grades received in previous courses submitted for waiver consideration must carry a grade of B or better, and coursework must not be more than five years old at the time of the student's application to the programs. The Capstone course may not be waived. The Graduate Waiver Committee will compare content from the course the student has taken at another college to the Excelsior College course. There must be agreement with all major content areas for a waiver to be granted. In some cases, more than one prior course will be used to waive one of the MS courses. Official transcripts from the graduate school the student attended should be sent to the Excelsior College Office of Registration and Records. Students should send additional supportive descriptive materials such as syllabi or course outlines that address the content of the course the student completed.

Excelsior College refers to the *Accredited Institutions of Postsecondary Education* manual published for the Council for Higher Education Accreditation (CHEA) to verify the accreditation status of all postsecondary institutions.

Credit reported on a pass/fail or standard score system will not be accepted into the graduate program without written verification from the issuing institution that the course was passed with the equivalent of a B grade or better. Any course accepted for waiver will not be calculated into the GPA.

This page intentionally blank for layout purposes.



Master of Science in Nursing Leadership and Administration of Health Care Systems

38
CREDITS

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

MASTER OF SCIENCE IN NURSING LEADERSHIP AND ADMINISTRATION OF HEALTH CARE SYSTEMS

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

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

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

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

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

Requirements for Nursing Leadership and Administration of Health Care Systems

PHASE I

Graduate Nursing Core: 14 credits

NUR 502 Theoretical Foundations of Nursing Practice 3 credits

Prerequisite: Active and unencumbered RN license.

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

Delivery: Online course delivered over 8 weeks.

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

Prerequisite: NUR 502 is a prerequisite to NUR 503. Active and unencumbered RN license.

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

Delivery: Online course delivered over 8 weeks.

NUR 508 Research and Evidence-Based Practice 4 credits

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

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

Delivery: Online course delivered over 15 weeks.

NUR 533 Policy, Ethics, and Population Health 4 credits

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

Delivery: Online course delivered over 8 weeks.

Cognate courses: 6 credits

PBH 604 Epidemiology 3 credits

Prerequisite: None.

The science of Epidemiology is essential in planning disease prevention interventions, developing an

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

Delivery: Online course delivered over 8 weeks.

Graduate Elective 3 credits

Prerequisite: None.

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

PHASE II

Nursing Leadership and Administration of Health Care Systems Component: 12 credits

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

NUR 615 Management of Clinical Systems 3 credits

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

In Clinical Systems Management, students explore the theoretical basis and empirical evidence supporting leadership, communication, interprofessional collaboration, and systems thinking. A focus of this course is on acquiring the knowledge, skills, and disposition for advancing practice and supporting quality and safety as leaders in healthcare systems.

Delivery: Online course delivered over 8 weeks.

NUR 625 Management of Fiscal and Operational Systems 3 credits

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

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

Delivery: Online course delivered over 8 weeks.

NUR 635 Leadership in Organizational Systems 3 credits

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

Leadership in Organizational Systems focuses on critical examination of leadership styles, strategies, and competencies of the nurse executive in order to successfully manage the health care enterprise. It emphasizes leadership skills for strategic planning, enhancing team performance and interdisciplinary collaboration, and creating a culture of quality performance.

Delivery: Online course delivered over 8 weeks.

NUR 515 Management Information for Decision Support 3 credits

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

This course provides an overview of clinical decision support focusing on the identification, acquisition, analysis, interpretation and application of data, databases, and decision-making strategies which influence health

care decisions for improved health care. The course delves into knowledge management and artificial intelligence and its impact on clinical decision making and patient safety. An emphasis will be placed on organizational analysis to determine the best decision support system for implementation based on the needs of the clinicians or organization.

PHASE III

Capstone course: 6 credits

NUR 646 The Nursing Leadership and Administration Capstone 6 credits

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

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

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

Practice Experience: 135 hours of practice experience for an independent project reviewed and approved by instructional faculty. Students will work with their approved mentor to design a leadership project, plan its implementation in detail, implement the project, and prepare a comprehensive evaluation plan for the project. Students use a qualified individual who volunteers to serve as their mentor^① for their project. Participation of the mentor is subject to approval by the capstone faculty. **This requirement must be completed through Excelsior College.**

Delivery: Online course delivered over 15 weeks.

① Individual with master's degree or higher who has expertise within the designated specialization and agrees to voluntarily serve as a resource for the student. **ACEN definition of practice experience:** Direct practice experience is related to interaction with the interprofessional team, appropriate to achieve the end-of-program student learning outcomes, program outcomes, and/or role-specific professional competencies, and are overseen by a qualified mentor and course faculty who provide feedback to students in support of their learning. Practice learning experiences are required for all nursing students enrolled in the graduate program.



Master of Science in Nursing Education

38
CREDITS

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

MASTER OF SCIENCE IN NURSING EDUCATION

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

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

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

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

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

Requirements for Nursing Education

PHASE I

Graduate Nursing Core: 14 credits

NUR 502 Theoretical Foundations of Nursing Practice 3 credits

Prerequisite: Active and unencumbered RN license.

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

Delivery: Online course delivered over 8 weeks.

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

Prerequisite: NUR 502 is a prerequisite to NUR 503. Active and unencumbered RN license.

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

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

Delivery: Online course delivered over 8 weeks.

NUR 508 Research and Evidence-Based Practice 4 credits

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

This course focuses on the development of the master's prepared nurse as a role model for the translation and generation of evidence in nursing practice. The goals of research, evidence-based practice, and quality improvement will be highlighted and the principles of each will be applied to the nursing setting. Students will examine personal practice in relation to policy, research from nursing and related fields, and research design to provide a compre-

hensive approach to care. The integration of theory, evidence, cultural considerations, ethics, technological aspects of scholarly inquiry, and clinical judgement when implementing changes will be emphasized. The student will cultivate leadership skills that will prepare them to collaborate in inter-professional teams that initiate, implement, and evaluate innovative practice changes.

Delivery: Online course delivered over 15 weeks.

NUR 533 Policy, Ethics, and Population Health 4 credits

Prerequisite: Active and unencumbered RN license.

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

Delivery: Online course delivered over 8 weeks.

PHASE II

Nursing Education Component: 18 credits

NUR 505 Advanced Pathophysiology 3 credits

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

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

Delivery: Online course delivered over 8 weeks.

NUR 506 Advanced Pharmacology 3 credits

Prerequisite: None.

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

Delivery: Online course delivered over 8 weeks.

NUR 507 Advanced Physical Assessment 3 credits

Prerequisite: Active and unencumbered RN license.

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

Delivery: Online course delivered over 15 weeks.

NUR 653 Designing a Learning Environment 3 credits

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

This course focuses on the creation of teaching-learning environments and the integration of the role of faculty/educator, uniqueness of the learner, the setting and context within which the learning occurs, the teaching-learning strategies used to achieve learning outcomes, and evaluation of the effectiveness of this process. *Formerly NUR 650 Designing a Student Learning Environment.*

Delivery: Online course delivered over 8 weeks.

NUR 661 Program and Curriculum Development in Nursing Education 3 credits

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

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

Delivery: Online course delivered over 8 weeks.

NUR 662 Assessment and Evaluation in Nursing Education 3 credits

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

This course is designed to introduce the student to the evaluation process, including test construction, clinical performance assessment, program evaluation, and strategies for evaluating learning outcomes.

Delivery: Online course delivered over 8 weeks.

PHASE III

Nursing Education Capstone: 6 credits

NUR 676 The Nursing Education Capstone 6 credits

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

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

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

This requirement must be completed through Excelsior College.

Delivery: Online course delivered over 15 weeks.



Master of Science in Nursing Informatics

36
CREDITS

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

MASTER OF SCIENCE IN NURSING INFORMATICS

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

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

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

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

Requirements for Nursing Informatics

PHASE I

Graduate Nursing Core: 14 credits

NUR 502 Theoretical Foundations of Nursing Practice 3 credits

Prerequisite: Active and unencumbered RN license.

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

Delivery: Online course delivered over 8 weeks.

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

Prerequisite: NUR 502 is a prerequisite to NUR 503.

Active and unencumbered RN license.

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

Delivery: Online course delivered over 8 weeks.

NUR 508 Research and Evidence-Based Practice 4 credits

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

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

Delivery: Online course delivered over 15 weeks.

NUR 533 Policy, Ethics, and Population Health 4 credits

Prerequisite: Active and unencumbered RN license.

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

Delivery: Online course delivered over 8 weeks.

Cognate courses: 6 credits

PBH 604 Epidemiology

3 credits

Prerequisite: None.

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

Delivery: Online course delivered over 8 weeks.

Graduate Elective

3 credits

Prerequisite: None.

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

PHASE II

Nursing Informatics Component: 10 credits

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

NUR 521 Data, Information, and Knowledge

3 credits

Prerequisites: Active and unencumbered RN license.

This is a course offering graduate nursing students the opportunity to focus on concepts involved in the design of a database. Specifically, we'll examine the usage, management, and evaluation of data through the application of basic concepts of database design as well as knowledge of data representation, data sets, and data integrity. Through the use of databases, critical discernment and reasoning are applied in composing queries and reports to assess healthcare problem

prominence and identify solutions. Through course readings, incorporation of the ANA Nursing Informatics: Scope and Standards of Practice, discussion boards, and an individual project, students will build upon basic knowledge of data information, the data knowledge continuum, security of databases, and develop an understanding of large scale information system environments in order to understand risk, improve care delivery, and provide guidance in the integration of technology in nursing practice.

Delivery: Online course delivered over 8 weeks.

NUR 651 Systems Development in Healthcare 4 credits

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

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

Delivery: Online course delivered over 15 weeks.

NUR 515 Management Information for Decision Support 3 credits

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

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

Delivery: Online course delivered over 8 weeks.

PHASE III

Nursing Informatics Capstone: 6 credits

NUR 686 The Nursing Informatics Capstone 6 credits

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

The graduate nursing capstone is a culminating experience designed to provide learners with an opportunity to apply knowledge and skills acquired throughout the program of study focusing on the competencies of the graduate level nurse. This 6-credit course consists of several integrated components: discussion, reflective journal, scholarly paper, 247.5 practice experience hours, and project presentation. Assessment of the learner's attainment of program competencies is built into these components. No additional hours will be awarded beyond the 247.5 hours. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

This requirement must be completed through Excelsior College.

Delivery: Online course delivered over 15 weeks.



RN to Master of Science in Nursing Leadership and Administration of Health Care Systems

**144
CREDITS**

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

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

② The Written English Requirement is a prerequisite to all nursing courses. The first 3.0 credits in written English must be completed within the first 9 EC credits attempted.

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

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

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



RN to Master of Science in Nursing Education

**144
CREDITS**

BACHELOR'S-LEVEL GENERAL EDUCATION COMPONENT

CREDIT HOURS

► Cornerstone Requirement

3

► Information Literacy^①

1

► Written English^②

6

► Humanities

Humanities

9

Ethics Core^③

3

► Social Sciences

Social Sciences/History

6

Psychology Core Requirement

3

Sociology Core Requirement

3

► Natural Sciences

Human Anatomy and Physiology Core

4

Microbiology Core

3

Sciences Supportive of Nursing Core

2

Statistics Core^④

3

Natural Sciences/Mathematics

3

► Arts & Sciences Electives

12

TOTAL CREDITS FOR GENERAL EDUCATION COMPONENT

61

PHASE I: BS/GRADUATE NURSING CORE

CREDIT HOURS

30 semester hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN®. All requirements below are online courses.

30

NUR 356 Leadership and Management in Nursing

4

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

4

NUR 502 Theoretical Foundations of Nursing Practice

3

NUR 503 Transformational Nursing: Innovation, Inquiry, and Scholarship

3

NUR 507 Advanced Physical Assessment

3

NUR 508 Research and Evidence-Based Practice^④

4

NUR 533 Policy, Ethics, and Population Health

4

NUR 462 Nursing Capstone^{③⑤}

4

TOTAL PHASE I CREDITS

59

TOTAL DEGREE CREDITS REQUIRED FOR BACHELOR OF SCIENCE IN NURSING

120

COGNATE COURSE

CREDIT HOURS

Graduate Elective

3

PHASE II

NUR 505 Advanced Pathophysiology

3

NUR 506 Advanced Pharmacology

3

NUR 653 Designing a Learning Environment

3

NUR 661 Program and Curriculum Development in Nursing Education

3

NUR 662 Assessment and Evaluation in Nursing Education

3

PHASE III

NUR 676 The Nursing Education Capstone

6

TOTAL CREDITS MASTER'S COMPONENT

24

TOTAL DEGREE CREDITS REQUIRED

144

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

② The Written English Requirement is a prerequisite to all nursing courses. The first 3.0 credits in written English must be completed within the first 9 EC credits attempted.

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

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

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



RN to Master of Science in Nursing Informatics

**142
CREDITS**

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

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

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

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

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

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

RN-MS DUAL DEGREE PROGRAMS IN NURSING

(Nursing Leadership and Administration of Health Care Systems, Nursing Education, and Nursing Informatics)

The RN to Master of Science (RN to MS) nursing programs are designed to allow registered nurses to earn a Bachelor of Science in nursing, as well as a **Master of Science in Nursing Leadership and Administration of Health Care Systems, Master of Science in Nursing Education or a Master of Science in Nursing Informatics**. With this option, students take graduate-level courses that replace some of the undergraduate requirements. The charts on [page 56](#), [page 57](#) and [page 58](#) offer a visual representation of the requirements for the three degrees of the RN to MS in nursing programs.

Policies Specific to the RN to MS in Nursing Programs

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

Additional policies and procedures that apply specifically to the RN to MS in nursing programs are listed on the following pages. File your Student Policy Handbook with your other important academic papers and this program catalog for easy reference.

Admission

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

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

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

Program Requirements

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

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

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

International Student Admission

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

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

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

English Language Proficiency Requirement

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

Submission of TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) taken within the last two years.

Successful completion of the UExcel® ENGx111 English Composition exam or the UExcel® ENGx110 College Writing exam.

Submission of evidence of the successful completion of at least 9 credit hours of academic work in courses delivered in English at an institution of higher education in the United States.

Time Limit

The RN to MS in nursing programs are designed to be completed with full-time or part-time study. Students can complete the degree at their own pace. Students are required to complete all degree requirements within a 10-year period. This time limit is cumulative if enrollment is not continuous. **Those who do not complete the program within this time may be subject to dismissal.** If a student withdraws from the School of Nursing and re-enrolls at a later date, a five-year age limit on nursing theory credits will be in effect.

Time Limit—General Education Component

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

Time Limit—Undergraduate Nursing Component

Credit submitted from nursing examinations and nursing courses for purposes of meeting requirements for the nursing component of the degree need to have been earned within five years prior to the academic policy date in an Excelsior College nursing program. Please see [page 19](#) for guidelines on waiver of Excelsior College nursing theory requirements.

There is no time limit on the nursing component credits as long as students remain actively enrolled in an Excelsior College nursing program. Should enrollment lapse and you reenroll, you will lose credit for any nursing examinations taken more than five years prior to academic policy date. If you have waived any of the nursing requirements during a previous enrollment, you

will not automatically receive waiver of those requirements when reenrolling. The Excelsior College nursing faculty will review the courses again and you may lose the waiver, depending on the age of the course and current content requirements.

Technical Standards for RN-MS Programs

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

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

- ▶ Perform a physical examination on another person, including the skills of: observation/inspection, palpation, auscultation, and percussion.
- ▶ See, hear, smell, touch, and detect subtle changes in color.
- ▶ Perform parts of a physical examination in an online simulation experience, including sufficient hearing, and vision and manual dexterity for an online experience.
- ▶ Navigate in a community setting. The practice experience requires the student to travel within the community, and interact with clients and staff in a community agency. Must be able to provide own means of transportation, if needed.
- ▶ Communicate (verbally and in writing) with English-speaking clients and/or family members/significant others as well as members of the health care team, including nurses, physicians, support staff, and faculty.
- ▶ Read and understand documents written in English.
- ▶ Solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- ▶ Demonstrate good judgment, use of intellectual abilities, and development of effective relationships with clients and other health care professionals.

Completion of the Dual Degree Programs

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

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

Minimum Academic Average—Graduate Courses

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

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

RN to MS in Nursing Requirements

The RN to MS in nursing programs require completion of 141–143 credits—61 general education credits and 81–83 nursing credits (depending on degree specialization).

You are subject to the degree requirements in effect at the time that your academic policy date is set or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school). The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our website. Information about changes to degree requirements is also made available on our website.

General Education Component (61 credits)

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

Nursing Component (81 or 83 credits, depending on MS degree)

The nursing component of the RN to MS degrees includes bachelor's-level requirements and graduate-level requirements. Prerequisites for all of the nursing courses include all Written English requirements, and a cornerstone course. Policies on repeating requirements and criteria for waiver of bachelor's requirements are listed on [page 19](#) of this catalog.

Bachelor's Phase Component

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

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

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

RN to MS students complete five graduate-level online courses as part of their undergraduate requirements: **NUR 502**, **NUR 503**, **NUR 507**, **NUR 508**, and **NUR 533**.

Nursing courses from hospital diploma programs both in the United States and abroad are not eligible for transfer credit.

Contact your academic advisor for program planning assistance.

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

Bachelor's Phase Requirements

(See the graduate degree program section, [page 36](#), [page 40](#) and [page 44](#) for descriptions of the following requirements.)

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

Graduate-Level Phases

Students will earn the BS in nursing degree upon completion of all general education requirements and all eight of the Phase I courses (BS/graduate nursing core), including the baccalaureate-level capstone. These students will be able to continue seamlessly into the remaining master's component courses. See [page 36](#) to [page 46](#) for descriptions of required courses.

Practice Experience

Each component of the dual degree requires students engage in practice experiences. The focus of these practice experiences will change as students progress through the RN–MS program. At the baccalaureate level, the focus of practice experiences shift away from individual patient care to community as client, population based health, and the role of the RN in influencing health care delivery. They differ from the “clinical” experiences of pre-licensure nursing programs. Practice experiences for master's level nursing students provide opportunities to act as change agents to improve health care outcomes; create, collaborate, and lead interprofessional teams; develop and test

innovative solutions to clinical problems; translate evidence into nursing practice; design evidence based teaching learning, experiences; and appreciate the need for lifelong learning. The practice experiences in the three MS nursing programs (MS in Informatics, MS in Nursing Leadership and Administration of Health Care Systems, and MS in Nursing Education) are designed to assist the student in developing expertise in their chosen specialty. The faculty define practice experiences as opportunities for students to provide nursing care in a variety of practice learning environments that support end of program student learning outcomes, program outcomes, and adult learning needs. Practice experiences are interactive, individualized, experiential learning experiences that provide and/or influence health care.

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

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

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

This page intentionally blank for layout purposes.

EXCELSIOR COLLEGE BOARD OF TRUSTEES

Chair

DON DEA, MBA
Cofounder
Fusion Productions
Webster, NY

Members

DAVID BAIME, MS
Senior Vice President, Government Relations and Policy Analysis
American Association of Community Colleges
Washington, DC

HELEN BENJAMIN, PhD
Chancellor (Ret.)
Contra Costa
Community College District
Dallas, TX

LT. COL. KENT A. D. CLARK, MA (Ret.)
(Treasurer)
Founder/Chairman of the Board
Clark Advisory Group, LLC
and CAG Federal
Riverview, FL

CHARLENE DUKES, PhD
President Emerita
Prince George's Community College
Principal
The Dukes Group
Glenn Dale, MD

GRETCHEN EVANS
Command Sergeant Major (Ret.)
Brunswick, ME

JENNIFER GENTRY, MS, RN, NEA-BC
Chief Nursing Executive
Providence Portland Medical Center
Portland, OR

KAREN KOCHER, BA
Chief Talent/Learning Officer
Microsoft
Seattle, WA

MATT LOEB, CGEIT, CAE, FASAE
Principal
Optimal Performance Seekers LLC
Doylestown, PA

KH MAMAN, MSEE, MBA
Managing Director (Ret.),
Cyber Risk Services
Deloitte & Touche LLP
New York, NY

JEANNE MEISTER, BA, MEd
(Secretary)
Executive Vice President
Executive Networks
New York, NY

KARIM MERCHANT, Esq.
Vice President, Strategic Giving
Cancer Support Community
Washington, DC

Q. ROSE WANG, MS
(Vice Chair)
Managing Director
Rose Wang Strategies LLC
Bethesda, MD

KHORI WHITTAKER, MA
Senior Director
Talent Acquisition
Research & Sourcing
Circle Internet Financial, LLC
Land O' Lakes, FL

ALEC WHITTERS
CEO & Cofounder
Higher Learning Technologies
Iowa City, IA

Ex Officio

MARK BOWMAN, MS, PMP
National Aeronautics and
Space Administration (NASA)
Houston, TX
President
Excelsior College Alumni Association

DAVID SCHEJBAL, PhD
President
Excelsior College
Albany, NY

GRETCHEN SCHMIDT, JD, MS, MBA
Faculty Program Director,
Criminal Justice & Cannabis Control
Excelsior College
Albany, NY
Co-Chair
Excelsior College Faculty
Steering Council

Chair Emeriti

ARTHUR J. GREGG, BS
Lt. General (Ret.)
U.S. Army
Dumfries, VA

JERRY L. NEFF, BS
Brigadier General (Ret.),
ARNGUS
Regional President (Ret.)
M&I Bank
Bradenton, FL

JOSHUA L. SMITH, EdD
Professor & Director (Ret.),
Program in Higher Education
and Center for Urban Community
College Leadership
New York University,
School of Education,
New York, NY

RICHARD YEP, MPA, CAE, FASAE
CEO
American Counseling Association
Alexandria, VA

Emeriti

WILLIAM E. COX, EdD
President
Cox, Matthews, and Associates Inc.
Fairfax, VA

WILLIAM G. HARRIS, PhD
CEO
Association of Test Publishers
Washington, DC

MARY O'CONNOR, PHD,
RN, CENP, FACHE
Professor
Notre Dame of Maryland University
Baltimore, MD

JEAN M. SMITH, BA
Vice President (Ret.)
J.P. Morgan Chase, Chase Community
Development Corporation
New York, NY

LAWRENCE E. VERTUCCI, BA
Executive Vice President and
Regional President (Ret.)
HSBC Bank, U.S.A.
Albany, NY

JOHN R. WETSCH, PhD, PMP
IT Director, Application
Service Delivery
North Carolina
Department of Revenue
Raleigh, NC

EXCELSIOR COLLEGE LEADERSHIP STAFF

Administrative Leadership

DAVID SCHEJBAL, PhD
President

CHRISTOPHER CASSIRER, ScD, MPH
Interim Provost and Vice President of Academic Affairs

MICHAEL DISIENA, JD
General Counsel

DAWN GERRAIN, MBA
Chief Marketing and Business Development Officer

RICHARD HANNMANN, BS
Chief Financial Officer

MARK HOWE, MBA
Vice President, Human Resources

JAMES LETTKO, MS
*Chief Operating Officer and
Acting Chief Information Officer*

SAUL MORSE, MBA
Chief Technology Officer

DANIEL PASCOE AGUILAR, PhD
*Founding Director of the Center for
Social Justice and Chief Diversity Officer*

HOLLY ROGERS, BS
Executive Director of Office of Risk Management

Academic Leadership

CHRISTOPHER CASSIRER, ScD, MPH
Interim Provost and Vice President of Academic Affairs

LISA R. BRAVERMAN, PhD
Vice Provost for Academic and Faculty Support

BREANNE SIMKIN, MS
Associate Vice President for Enrollment Management

SCOTT V. DOLAN, PhD
Dean, School of Graduate Studies

MARY LEE POLLARD, PhD, RN, CNE
Dean, School of Nursing

CATHERINE SEAYER, PhD
Dean, School of Undergraduate Studies

SCHOOL OF NURSING FACULTY AND CONSULTING FACULTY

KYLIE ACKERMAN, MS, RN
(Nursing Education,
Excelsior College)
Faculty Program Director,
Excelsior College, Albany, NY

NANCY BELLUCCI, PhD, RN, CNOR, CNE
(Nursing Education, Capella University)
Faculty Program Director
Excelsior College, Albany, NY

MARIANNE BRENNAN, MS, RN, CNOR
(Clinical Systems Management, Excelsior
College)
Faculty Program Director,
Excelsior College, Albany, NY

DEBORA COOMBS, DNP, RN
(Leadership and Education in Nursing,
American Sentinel University)
Faculty Program Director,
Excelsior College, Albany, NY

CATHY DECHANCE, PhD, RN
(Nursing, University of Phoenix)
Faculty Program Director,
Excelsior College, Albany, NY

BONNY KEHM, PhD, RN
(Nursing Education, Capella University)
Managing Faculty Program Director,
Excelsior College, Albany, NY

ELLEN LADIEU, MS, RN, CNE
(Community Health Administration,
Russell Sage College)
Faculty Program Director,
Excelsior College, Albany, NY

KRISTINA MCCALL, PhD, RN
(Nursing Education, Walden University)
Faculty Program Director,
Excelsior College, Albany, NY

SHAKEEKA MISHER, DNP, RNC-MNN, NE-BC
(Nursing Leadership, Capella University)
Faculty Program Director,
Excelsior College, Albany, NY

CAROLINE MOSCA, PhD, RN
(Nursing Science,
City University of New York)
Managing Faculty Program Director,
Excelsior College, Albany, NY

MARY LEE POLLARD, PhD, RN, CNE
(Educational Theory and Practice,
State University of New York at Albany)
Dean, School of Nursing,
Excelsior College, Albany, NY

DEBORAH SMITHERS, DNP, RN
(Nursing Education, Walden University)
Faculty Program Director,
Excelsior College, Albany, NY

STEPHANIE YACKEL, DNP, RN
(Educational Leadership, American
Sentinel University)
Faculty Program Director,
Excelsior College, Albany, NY

LORI HOFFMAN-HOGG
RN, MS, CNS, AOCN
*VHA National Oncology Clinical
Advisor, VA Central Office and Cancer
Program,*
Director, Stratton VA Medical Center,
Albany, New York

JAMES HOPSICKER, RPh, MBA
Vice President of Pharmacy Services,
MVP Health Care,
Schenectady, New York

PAULA NEGRI, MS, RN
Principal,
Health Careers and Services,
Capital Region BOCES,
Albany, New York

PATRICIA NEWELL-HELFANT, MS, RN
Nurse Leadership,
St Peter's Health Partners,
Albany, New York

PAMELA SLATTERY MS, RN
Academic Coordinator and Director,
Project Learn,
Albany Medical Center Hospital,
Albany, New York

MARY THERRIALT, RN, MS
Senior Director,
Quality and Research Initiatives
Healthcare Association of New York,
Rensselaer, New York

JEAN MOORE
*Director, Center for
Health Workforce Studies,*
School of Public Health,
University at Albany,
Rensselaer, New York

Advisory Committee to the Excelsior College School of Nursing

DEBORAH ELLIOTT, RN, MA
Executive Director,
Foundation of New York State Nurses,
Guiderland, NY

DEBRA FIELDS, RN, BS
*Director, Access, Capacity,
and Demand Management,*
Saratoga Hospital,
Saratoga Springs, New York

KATHY HALE, RN, MS
Executive Director,
Northeast Multistate Division,
ANA, Albany, New York

This page intentionally blank for layout purposes.

New York State Education Department Inventory of Registered Programs

Higher Education General Information Survey Code for Classifying Academic Subject Areas

| PROGRAM TITLE | HEGIS | AWARD |
|---|-------|-------|
| SCHOOL OF BUSINESS & TECHNOLOGY: BUSINESS PROGRAMS | | |
| Administrative/Management Studies | 5004 | AAS |
| Business | 0501 | BS |
| Accounting (NYS CPA Track) | 0502 | BS |
| Bachelor of Professional Studies in Business and Management | 0599 | BPS |
| Business | 0506 | MBA |
| Management | 0506 | MS |

| | | |
|---|------|-------------|
| SCHOOL OF BUSINESS & TECHNOLOGY: TECHNOLOGY PROGRAMS | | |
| Cybersecurity | 5199 | Certificate |
| Cybersecurity Management | 0799 | Certificate |
| Cybersecurity | 0702 | BS |
| Technical Studies | 5315 | AAS |
| Technology | 5315 | AS |
| Technology | 0925 | BS |
| Electrical Engineering Technology | 0925 | BS |
| Information Technology | 0702 | BS |
| Nuclear Engineering Technology | 0925 | BS |
| Bachelor of Professional Studies in Technology Management | 0599 | BPS |
| Cybersecurity | 0702 | MS |
| Cybersecurity | 0702 | MS |

| PROGRAM TITLE | HEGIS | AWARD |
|---|-------|-------------------|
| SCHOOL OF HEALTH SCIENCES PROGRAMS | | |
| Public Health | 1214 | BS |
| Health Sciences | 5201 | AS |
| Health Sciences | 1201 | BS, MS |
| Health Care Management | 1202 | BS-MBA, MS in HCA |

| | | |
|--|------|--------|
| SCHOOL OF LIBERAL ARTS PROGRAMS | | |
| Liberal Arts | 5649 | AA, AS |
| Liberal Arts | 4901 | BA, BS |
| Liberal Studies | 4901 | MA |
| History | 2205 | BA, BS |
| Humanities | 1599 | BA |
| Natural Sciences | 1901 | BS |
| Psychology | 2001 | BA, BS |
| Social Sciences | 2201 | BS |
| Sociology | 2208 | BA, BS |

| | | |
|-----------------------------------|---------|-----------------------|
| SCHOOL OF NURSING PROGRAMS | | |
| Nursing | 5208 | AAS, AS |
| Nursing | 1203.10 | LPN-BS, BS, RN-MS, MS |

| | | |
|--|------|--------|
| SCHOOL OF PUBLIC SERVICE PROGRAMS | | |
| Criminal Justice | 5505 | AS |
| Criminal Justice | 2105 | BS, MS |
| Homeland Security and Emergency Management | 2101 | BS |
| Military Leadership | 2299 | BS |
| National Security | 2210 | BS |
| Paralegal Studies | 5099 | AS |
| Public Administration | 2102 | MPA |

ABOUT TEST PREPARATION SERVICES

The College offers UExcel® exams designed to help you advance your academic objectives through independent study. Though the exams are based on independent study, Excelsior College offers a comprehensive set of services and exam learning resources, including content guides, guided learning materials, and practice tests, to help you succeed.

These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your

desire to learn, are usually all that you will need to succeed.

Some students may seek additional assistance or may be contacted by tutorial firms and test-preparation companies offering their own products and services.

Excelsior College is not affiliated with any tutorial or test preparation firm and does not endorse the products or services of these companies. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams.

We have been made aware of several recent incidents in which a test-preparation firm has contacted an Excelsior College student requesting access to preparatory materials, including practice exams. Sharing learning resources with a test preparation firm is a clear violation of the academic honesty code. Students found to have engaged in academic dishonesty at Excelsior College will be subject to disciplinary action.

If you are approached by any individual or third-party about sharing any study materials provided by Excelsior College, please contact us at PR@excelsior.edu.

UEXCEL® EXAMS

- ▶ The credit-bearing UExcel exams save you time and money while accommodating your busy schedule.
- ▶ Join the tens of thousands of people, not just Excelsior College students, who have earned undergraduate college credit with UExcel exams.
- ▶ Study independently with a wealth of Excelsior College resources: everything from free examination content guides and free online tutoring to web-based practice exams and the Excelsior College Library. Take the exam when you're ready. Get the college credit you need to earn your degree.

**“STUDENTS WITH
PRIOR LEARNING
ASSESSMENT
CREDIT NEEDED
LESS TIME TO
EARN DEGREES
AND HAD HIGHER
DEGREE-EARNING
RATES.”**

March 2010 CAEL (*The Council
For Adult & Experiential
Learning*) study, *Fueling the
Race to Postsecondary Success*

- ▶ These exams complement the many other options for earning credit from Excelsior College: Excelsior College courses, industrial or military training, even a portfolio-based assessment to evaluate learning based on your life experience.
- ▶ Excelsior College has one of the oldest and most respected credit-by-exam programs developed and maintained by an accredited, degree-granting institution in the United States. Excelsior College, a private, not-for-profit institution, is widely recognized as a leader in the evaluation of prior learning, and offers a series of more than 60 undergraduate examination titles at both the upper- and lower-levels.

Contact the Admissions Office toll free at **888-647-2388**, to discuss how exams will fit into your academic plan.

Register for an exam today, or learn more by visiting:
excelsior.edu/exams



7 Columbia Circle, Albany N.Y. 12203-5159

888.647.2388 • www.excelsior.edu

SON 21-470126 rev. 5/2022 • EX: 0571