2010-12 CATALOGUE

University of Massachusetts Worcester
Graduate School of Nursing

Advancing the health and well-being of the people of the Commonwealth of Massachusetts and the world through pioneering education, research and health care delivery.
The University of Massachusetts Worcester (UMW), comprising the School of Medicine, the Graduate School of Biomedical Sciences and the Graduate School of Nursing, is firmly committed to an environment free of all forms of discrimination, harassment, intimidation, uncivil behavior or other acts of intolerance. UMW will not discriminate on the basis of race, color, religion, gender (including pregnancy, childbirth, or related medical conditions), sexual orientation, age, national origin, ancestry, disability, covered veteran status or any other characteristics protected by law.

The Diversity and Equal Opportunity Office (DEOO) is charged with oversight for the University’s affirmative action and equal opportunity policies and for monitoring practices, procedures and programs designed to reach this goal. The DEOO works with all departments and services of the University to reasonably accommodate persons with disabilities or specific religious convictions if such accommodations do not present an unreasonable burden for either the institution or the program of study.

Disabled or impaired persons who need assistance to access the information in this catalogue should contact the DEOO at 508-856-2179; TDD: 508-856-6395.

This catalogue is intended to provide academic and nonacademic information about graduate study at UMW to persons who work and study here, to persons who may be interested in applying for admission and to the general public. UMW is fully accredited by the Liaison Committee on Medical Education, and the New England Association of Schools and Colleges. The Master’s and Doctor of Nursing Practice Programs of the GSN are accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
One Dupont Circle, NW
Washington, D.C. 20036-1120
202-887-6791
www.aacn.nche.edu/accreditation
Message from the Chancellor

There has never been a more exciting time to be a part of the University of Massachusetts Worcester (UMW), the commonwealth’s only public academic health sciences center. UMass Worcester brings together an extraordinary community of faculty, students and staff who provide state-of-the-art education, conduct groundbreaking research and take the lead in public service initiatives in Massachusetts and around the globe. Graduate School of Nursing students benefit from studying at an institution at the forefront of scientific advancement, one that attracts more than $245 million in research funding annually and consistently produces breathtaking advances in basic and clinical research.

The 10-year, $1 billion Massachusetts Life Sciences Bill enacted in 2008 casts our institution in a critical role in research, discovery, development and education in Massachusetts, most notably through the establishment of the Advanced Therapeutics Cluster (ATC). The ATC will be housed in the Albert Sherman Center, a state-of-the-art research and education facility that will more than double the institution’s research capacity and create an ideal learning environment. With the Albert Sherman Center about to rise on the campus, the promise of the commonwealth’s forward-thinking life sciences initiative is unfolding at UMW.

Through three integrated research programs—the Center for Stem Cell Biology and Regenerative Medicine; the RNA Institute; and the Gene Therapy Center—the ATC brings together some of the best minds in the world focused on creating new therapies for debilitating diseases. Among them is researcher Craig Mello, PhD, a Howard Hughes Medical Institute Investigator who was awarded the 2006 Nobel Prize in Medicine with colleague Andrew Fire, PhD, of Stanford University for their discovery of RNA interference (RNAi). Since their seminal paper published in Nature detailed gene silencing by double-stranded RNA, the technology of RNAi has revolutionized biomedical research. Scientists realize that if RNAi is used to shut down disease-causing genes, then promising new therapeutics can result. Recognized as a global center for RNA-related research and collaboration, UMass Worcester boasts a growing cadre of internationally renowned experts in this field.

The Ambulatory Care Center (ACC) is another new facility on the UMass Worcester campus that exemplifies our commitment to education, research discovery and clinical translation. The ACC offers a unique complement of state-of-the-art patient care clinics and education and translational research programs. For example, the seven-story, 258,000-square-foot building is home to the Department of Quantitative Health Sciences, established in 2008. The department, which fosters collaboration among existing clinical and basic science entities with the goal of shortening the time between laboratory breakthroughs and clinical applications, is integral to UMass Worcester’s education and research vision, and aligns with recently identified priorities of the National Institutes of Health.

At the same time UMW advances scientific innovation, it continues to be a leader in educating the health care providers of the future. Our goal is to prepare graduates to become compassionate healers. As our nation sorts through the implications of the historic health care reform law passed in March 2010, UMass Worcester will continue to educate the care givers who will be able to meet their patients’ health care needs in a new way. Our special emphasis on primary care, coupled with affordable tuition that lowers the obstacles for working in general practice, will allow our academic health sciences center to serve the public interest both locally and globally.

Amid all these exciting new developments, including the promise of universal access to health care for all Americans, our guiding principles remain unchanged and unwavering. In all that we do, we place the highest priority on respect for the dignity and diversity of every member of our community and remain fully committed to supporting our students’ professional, intellectual and emotional growth so they may have the opportunity to fulfill their potential and achieve their professional goals. I invite you to learn more about the Graduate School of Nursing through this catalog and explore how joining our community can help you fulfill your dreams.

Michael F. Collins, MD
Chancellor
University of Massachusetts Worcester
Senior Vice President for the Health Sciences
University of Massachusetts
Message from the Dean

The mission of the Graduate School of Nursing (GSN) at the University of Massachusetts Worcester (UMW) is to prepare nurse scientists, advanced practice nurses, and nurse leaders who together will improve the health care of the Commonwealth of Massachusetts and beyond. Consistent with our public mission, the GSN focuses on care to the underserved through partnerships with UMass Memorial Health Care, and Commonwealth Medicine, the public non-profit consulting organization founded by UMW to help state agencies and health care organizations enhance the value and quality of expenditures and improve access and delivery of care for at-risk populations.

The GSN’s distinct focus and location generate unlimited opportunities for collaborative graduate nursing education, research and practice. The GSN is distinctive as the only publicly funded nursing school in the commonwealth with a sole focus on graduate nursing education. It is also one of only three nursing schools in New England based at an academic health sciences center, sharing campus resources and facilities with the commonwealth’s only public medical school and its clinical partner, UMass Memorial Health Care.

The GSN’s educational approach promotes lifelong learning through partnerships and interprofessional collaboration in an academic health center environment. The GSN’s nurse practitioner specialties lead the way in hospital and community-based practice. The nurse educator program prepares graduates with the knowledge to develop contemporary educational programs in the hospital or academic setting. The Graduate Entry Pathway (GEP) provides the opportunity for individuals with non-nursing degrees to pursue a career as advanced practice nurses. Many of our GEP students choose the nurse practitioner specialties that contribute to meeting the well-documented shortage of primary care providers.

The Doctor of Nursing Practice (DNP) program prepares advanced nursing practice leaders for careers in clinical settings with diverse populations, in health care systems, and in education settings for professional nursing programs. The PhD program prepares the next generation of nurse scientists who are critical to discovering the knowledge and evidence that supports nursing practice at all levels.

GSN graduates are recruited as clinical providers in the acute and primary care settings, and as faculty for all levels of basic and professional nursing education. Doctoral graduates hold faculty, research and high-level nursing executive positions locally and nationally. As the dean of the GSN, I am proud to represent the ongoing legacy of commitment and service to the citizens of our region. I invite you to learn more about the GSN’s unique and challenging programs in the pages of this catalogue.

Paulette Seymour Route, PhD, RN
About The University of Massachusetts Worcester

The University of Massachusetts Worcester (UMW) was founded by proclamation of the governor and an act of the legislature to meet the health care needs of the residents of the commonwealth. Its mission is to advance the health and well-being of the people of the commonwealth and the world through pioneering education, research and health care delivery with its partner, UMass Memorial Health Care. UMW is one of five campuses that make up the University of Massachusetts. Other campuses are located in Amherst, Boston, Dartmouth and Lowell.

The Learning Community

As of January 1, 2010

<table>
<thead>
<tr>
<th>Faculty (including voluntary)</th>
<th>2,996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic science full- and part-time faculty</td>
<td>320</td>
</tr>
<tr>
<td>Clinical full- and part-time faculty</td>
<td>2,513</td>
</tr>
<tr>
<td>Nursing full- and part-time and clinical faculty</td>
<td>163</td>
</tr>
</tbody>
</table>

School of Medicine

| MD students | 439 |
| MD/PhD students | 30 |
| Alumni | 3,215 |

Graduate School of Biomedical Sciences

| PhD students | 351 |
| Biomedical Engineering and Medical Physics students | 24 |
| Clinical and Population Health Research students | 3 |
| Master of Science in Clinical Investigation students | 19 |
| Alumni | 484 |

Graduate School of Nursing

| MS students | 38 |
| Graduate Entry Pathway students | 84 |
| PhD students | 23 |
| Doctor of Nursing Practice students | 12 |
| Alumni | 853 |

A local, regional and statewide health resource, UMW comprises the School of Medicine, opened in 1970; the Graduate School of Biomedical Sciences, opened in 1979; and the Graduate School of Nursing, opened in 1986. UMW also offers dynamic graduate medical education and continuing medical education programs.

Beyond fulfilling its core missions of health sciences education and public service, UMW is home to a thriving biomedical research enterprise. With major funding from the $1 billion Massachusetts Life Sciences Bill signed into law in 2008, UMW research programs are central to the Massachusetts Life Sciences Initiative. Federal and private research grants and contracts reached more than $240 million in fiscal year 2010, making UMW one of the fastest-growing research institutions in the country. In 2006, UMW professor Craig C. Mello, PhD, and his colleague Andrew Fire, PhD, of Stanford University, were awarded The Nobel Prize in Physiology or Medicine by the Nobel Assembly at Karolinska Institute for their discoveries related to RNA interference (RNAi). First published in the journal *Nature* in 1998, their research showed that a particular form of ribonucleic acid or RNA—the cellular material responsible for the transmission of genetic information—can silence targeted genes. This RNAi process offers astounding potential for understanding and manipulating the cellular basis of human disease and for the development of new therapeutics for disease treatment and cure.
When the School of Medicine opened in 1970, UMW’s singular educational objective was to provide high quality and accessible medical education to the residents of the Commonwealth of Massachusetts. Through the subsequent openings of the Graduate School of Biomedical Sciences and the Graduate School of Nursing, UMW has broadened its educational reach to train highly qualified professionals to practice in all arenas of integrated health care and research.

The Graduate School of Nursing offers master’s, post-master’s and doctoral degrees, preparing registered professional and advanced practice nurses within nurse practitioner and nurse educator specialties and for faculty, research and other nursing leadership positions. Subspecialty professional and clinical education is also offered in selected areas. The basis for study includes theoretical foundations of professional and advanced practice nursing, research process and design, societal forces that influence nursing, advanced pathophysiology, pharmacology, health assessment, clinical decision making, specialty content and clinical education.

The Graduate School of Biomedical Sciences (GSBS) comprises two divisions – Basic & Biomedical Sciences and Clinical & Translational Sciences – and ten programs of study. The graduate programs train students in their selected specialty area and emphasize a broad background in the basic medical sciences, in preparation for research with direct relevance to human disease. Graduates are equipped to collaborate with scientists and physicians involved in basic research and clinical observations and are prepared to initiate careers as educators in schools of the health professions or in the biotechnology industry.

Consistently ranked by U.S. News & World Report as one of the leading medical schools in the nation for primary care education, the School of Medicine has a foremost responsibility to provide our students with an accessible, comprehensive and personally rewarding medical education of the highest quality and one that optimally prepares them to excel as tomorrow’s physicians — caring, competent, productive and fulfilled in their chosen career serving a diversity of patients, communities and the health sciences. The school is committed to training in the full range of medical disciplines, with an emphasis on practice in the primary care specialties, in the public sector and in underserved areas of Massachusetts.

Our educational program has benefited in recent years from major investments in state-of-the-art educational technology and medical simulation and will continue to benefit from additional enhancements to be housed in the Albert Sherman Center, a new research and education building on campus slated for completion in late 2012, where teaching and student space will be among the priorities.

The educational mission is further enhanced by 46 accredited residency and fellowship programs; cooperative
degree programs with area colleges and universities; diverse community-based education programs across Massachusetts; outstanding achievements in basic and clinical research in the health sciences; and the Commonwealth Medicine division, dedicated to serving the state’s broad community of health care and service agencies. As the commonwealth’s only public medical school, UMW places an emphasis on partnerships with the community, creating opportunities for students to learn in and contribute to serving Massachusetts communities and the care of its vulnerable and underserved populations.

The mission of the Office of Ethics is to foster an environment in which all members of the UMMS community are encouraged to recognize the values embedded in human interactions and to develop the skills necessary to respond appropriately. Committed to providing high quality ethical consultation and educational programming, the office maintains a computerized collection of resources relevant to ethical issues in health care, which is available to all members of the UMW community.

Public Service Mission

The faculty, students and staff at UMass Worcester are committed to making an impact on the health and well-being of the people of the commonwealth and the world. Every day, in ways large and small, our institutional community is actively and passionately engaged in the communities we serve, undertaking numerous and varied outreach initiatives with partners in the academic, business and philanthropic fields. Collaborations include a new partnership with Special Olympics of Massachusetts to advance its Healthy Athletes initiative; the long-running Worcester Pipeline Collaborative and Regional Science Resource Center, both award-winning programs recognized as national models for K–12 science, technology, engineering and mathematics education outreach; and student-run, faculty-supervised free clinics that provide care for underserved and economically disadvantaged patients.

By working with schools, community groups and social service organizations, UMass Worcester’s reach is extended into places where we can make a difference. And by creating and sustaining relationships with the social and cultural fabric of the region—and indeed, much of the world—we provide both real-world help and role models for the next generation of nurses, doctors, researchers and leaders.

The newly established Office of Global Health is the latest method to broaden UMass Worcester’s reach. The office will coordinate and optimize current and future endeavors in global medicine to elevate it to a more visible, high-impact initiative; develop a network of international activities that can inspire UMW medical, nursing and basic science students as on-site teachers and practitioners; and enhance training of health care providers internationally. The Office of Global Health will also work with the Office of Research to help coordinate specific clinical trials and epidemiological studies as these opportunities arise.

Commonwealth Medicine

The Commonwealth Medicine division of UMW works in partnership with numerous state and local agencies in Massachusetts and other states to increase the value and quality of publicly funded health expenditures and to improve access and delivery of care to at-risk and uninsured populations. Drawing on the depth and breadth of UMW academic, research, management and clinical resources, Commonwealth Medicine assists health care providers in the public sector to optimize efficiency and effectiveness.

Several programs illustrate the scope of Commonwealth Medicine’s work in health policy, research, health care service delivery and education. The annual Health Policy Academic Conference showcases scholarly academic research projects on health care in the public sector with presentations on diverse topics including the future of research-based policymaking, child mental health, health care in the criminal justice system and health information technology. And Commonwealth Medicine’s Mini-Grants program makes seed money available to UMass Worcester investigators for innovative projects that address public sector needs, further exemplifying the division’s ongoing support of the UMW research mission.

Facilitating educational opportunities for UMW students, Commonwealth Medicine was instrumental in launching the Graduate Entry Pathway in the Graduate School of Nursing as a response to the growing need for professional nursing staff. This program includes cooperative training opportunities that encourage public service. In addition, Commonwealth Medicine partnered with the Graduate School of Biomedical Sciences to develop the PhD program in Clinical & Population Health Research, one of the first in the nation to promote graduate study that fosters the analytic skills and methods necessary to conduct both health services and clinical research.

The division’s programs initiate early intervention for special populations including young patients who face obstacles in obtaining necessary health care. One example is Foster Care Evaluation Services (FaCES), a partnership of Commonwealth Medicine, the Department of Pediatrics and the Massachusetts departments of Social Services and Medical Assistance that coordinates medical care for area foster children. Another is the Community Case Management program, which coordinates needed services for children disabled by complex, chronic medical problems.

Commonwealth Medicine’s expertise in health policy, innovative educational programs, service delivery and applied clinical research is focused on increasing public service and changing public policy; it is helping improve health outcomes for the people of the commonwealth served by public health and human services.
programs. Indicative of its success, several medical schools and agencies from other states have collaborated with Commonwealth Medicine in order to replicate its unique work.

**Worcester Nursing Pipeline Consortium**

The GSN is a founding member of the Worcester Nursing Pipeline Consortium (WNPC), which increases enrollment, retention, graduation and academic advancement of qualified nursing students and nurses committed to improving health care in Central Massachusetts. In partnership with nursing schools at all levels of nursing education within Central Massachusetts, as well as clinical and community partners, the WNPC seeks the recruitment and retention of qualified prospective students committed to improving health care; promotes the image of nursing as a health career through the WNPC in partnership with health care agencies, institutions, schools and communities; and links nursing schools within Worcester and Central Massachusetts to expedite career advancement among qualified and talented students.

**Research Mission**

The research mission of UMass Worcester is to promulgate scientific inquiries that produce groundbreaking discoveries in the basic and clinical sciences. Currently supporting more than 300 investigators, the growing UMW research enterprise has led to stimulating advances in the treatment of disease and injury, as UMW scientists undertake research to discover the causes of and cures for the most devastating diseases of our time.

Accomplished faculty members include a Nobel Prize winner; a Lasker Award recipient; two members of the National Academy of Sciences; a member of the Royal Society; five Howard Hughes Medical Institute Investigators; Banting Medal awardees; Pew and Keck scholars; MERIT awardees; a Fellow of the American Association for the Advancement of Science; cancer research award recipients, and many other winners of scientific accolades. Capitalizing on a collaborative environment, UMass Worcester research expertise lies in both basic and clinical areas with concentrations in diabetes, molecular genetics, immunology, virology, HIV/AIDS, cancer, signal transduction, structural biology (with attention to innovative drug design), bone cell biology, chemical biology, gene function and expression, neuroscience, imaging, and occupational and environmental health.

Research growth is reflected in increased funding levels. In the past 10 years extramural funding has more than doubled, from $89 million in FY ’98 to more than $240 million in FY ’10.

Today, UMass Worcester is proud to be at the forefront of the commonwealth’s life sciences initiative, having received funding in 2007 and 2008 to establish an Advanced Therapeutics Cluster (ATC) on campus. The ATC will bring together an interdisciplinary group of research faculty and physician-scientists in three interconnected research clusters—stem cell biology, RNA biology and gene therapy. RNA studies at UMW are conducted by world leaders in the field; to direct gene therapy initiatives, UMW recruited an internationally recognized researcher in 2008. And in the realm of stem cell biology, the institution launched the Stem Cell Bank and Stem Cell Registry, two separate but complementary infrastructure programs that are fundamental to the advancement of today’s cutting-edge biomedical research.

The ATC will be housed in the Albert Sherman Center, a new research and education facility slated for completion in late 2012 that will add approximately 500,000 square feet to a campus that has grown exponentially over the past ten years. The Albert Sherman Center, which will double the campus’s research capacity, follows on the heels of the Aaron Lazare Medical Research Building, an innovatively designed research facility that added 360,000 square feet of laboratory space to UMW when it opened in the fall of 2001.

The Graduate School of Nursing advances the scientific foundation for professional nursing practice through intra- and interprofessional research endeavors and the dissemination of such research. By doing so, the GSN also acknowledges and accepts the responsibility to contribute to the improvement of the public’s health through the delivery of health and illness services grounded in both theory and research.

For more than a decade, the GSN has experienced dramatic growth in research funding and interprofessional/collaborative research projects with an emphasis on improving quality of life and health outcomes for individuals, families and communities. Independently, and together with UMW’s campus-wide research growth, scientific research plays an ever-larger role in fulfilling the complementary missions of UMW and the GSN. Master’s and doctoral students alike will find abundant opportunities to work with distinguished faculty as they frame and refine their own research interests. Areas of research emphasis include chronic disease management and support for individuals and families with HIV/AIDS and other infectious conditions, diabetes, cancer, cardiovascular disorders and workforce development for high quality health care.

**Research Resources**

GSN researchers benefit from established interprofessional research initiatives within the UMW community that offer expertise and resources. Broadly, with clinical partner UMass Memorial Health Care and other state health care agencies, as well as regional and international entities, UMW provides additional opportunities for clinical and research collaborations. Emergent areas of GSN research excellence center on the care of individuals and families in hospital and community-based settings, as clinical nurse researchers partner with medical and health professionals to advance rigorous science that promotes...
quality health care. Building on the clinical service mission, emphasis is placed on improving the health and quality of life for aging, young and vulnerable populations.

The following resources available at UMW provide faculty and students the opportunity to realize the GSN’s integrated mission of research, education, practice and service:

**Partnership for Long-term Care, Practice, Education and Research**
The GSN, UMass Memorial Health Care and the Fallon Clinic’s Division of Geriatrics have an established partnership that combines clinical, research and educational resources for long-term care practice, education and research. Since 1995, interprofessional teams of geriatricians and gerontological nurse practitioners from Fallon Clinic have provided lectures and clinical preceptors for GSN nurse practitioner students. In addition, the partnership supports faculty practice opportunities and collaborations to educate and prepare nurse practitioners in their development of clinical research studies.

**Clinical Trials Office**
The Clinical Trials Office (CTO) in the UMW Office of Research provides full-service support to clinical investigators and research staff for the ethical, efficient and reliable conduct of patient-oriented research. In addition, the CTO promotes excellence in research through ongoing education and training, quality improvement programs and attention to institution-wide regulatory compliance. In collaboration with the Graduate School of Nursing, the CTO is dedicated to ensuring high quality continuing education opportunities for clinical research professionals and advanced practice nurses that will prepare them to assume leadership roles in the responsible conduct of clinical research.

**Campus Features**
Situated on Lake Quinsigamond in Worcester, the UMW campus comprises the Aaron Lazare Medical Research Building and the complex that houses the School of Medicine, Graduate School of Biomedical Sciences, Graduate School of Nursing and the University Campus of UMW’s clinical partner, UMass Memorial Medical Center. The entire complex is planned and organized to function as a single, integrated academic health sciences center.

In 2010, UMW and UMass Memorial Medical Center opened the newly constructed Ambulatory Care Center (ACC). Reflecting a joint vision for bringing cutting-edge science and state-of-the-art clinical care to the community, the building is unique in blending clinical care, research and education on every floor. Adding more than 250,000 square feet of clinical space to the campus, the ACC houses some outpatient services of the Heart and Vascular, Musculoskeletal, Cancer, and Diabetes and Endocrinology patient care Centers of Excellence, as well as diagnostic imaging and radiology services. In addition to patient care, the Clinical Facility for Innovative Research and Education and the UMass Medical School Department of Quantitative Health Sciences are housed in the ACC.

UMW’s extended campus includes the Brudnick Neuropsychiatric Research Institute, and labs and offices within the Massachusetts Biotechnology Research Park in Worcester; sites in Shrewsbury and Auburn; the Eunice Kennedy Shriver Center in Waltham; and the New England Newborn Screening Program and Massachusetts Biologic Laboratories in Jamaica Plain and Mattapan.

**Lamar Soutter Library**
The Lamar Soutter Library serves as the National Library of Medicine’s New England Regional Medical Library, one of eight such regional libraries nationwide, exhibiting medical information products offered by the National Library of Medicine and providing training seminars and presentations that teach students, faculty, researchers, health professionals and consumers how to gain access to useful information. The library provides many opportunities to learn about utilizing databases and other computer-based resources through free classes offered in the library’s computer training lab.
Subscribing to 1,250 print journals and over 4,900 electronic journals, and offering a number of electronic indexes, abstracts, bibliographic and full text databases and holdings of 215,000 volumes—including numerous rare books—the library’s wide variety of resources support education and research. In addition, an extensive reserve collection supplements faculty lecture assignments and readings.

The library’s computer area includes over 100 workstations for computer-assisted instruction, interactive programs, educational databases, desktop productivity tools and Internet browsing. In turn, access to the library is available off campus via the Internet for UMW students and faculty.

The library provides access to more than 250 electronic books and subscriptions to many electronic databases. MEDLINE, PsycINFO, and many evidence-based medicine databases are available through Ovid. In addition, the library subscribes to MDConsult, UpToDate, Web of Science, Micromedex, CINAHL, and Harrison’s Online. The library’s membership in the Boston Library Consortium and the Academic and Research Collaborative of the Central Massachusetts Regional Library System expands student access to academic and medical libraries throughout the state.

The library is continually expanding its outreach to the public and affiliated health care organizations in Worcester and around the commonwealth. This outreach is accomplished in part by grant-funded special projects and by extensive off-campus teaching programs. For example, the library launched a consumer health-oriented project, Go Local Massachusetts, providing access to information about a wide variety of local health care services and agencies, all linked to the more than 700 health topics covered in MedlinePlus, the National Library of Medicine’s Web site for consumer health information.

Standardized Patient and Medical Simulation Programs
The Standardized Patient Program (SPP) and the UMW Simulation Center provide UMW students with state-of-the-art technology in support of the development, advancement and assessment of their clinical skills.

UMW has long used patient simulation as an essential component of its academic and clinical training. Established in 1982, the Standardized Patient Program (SPP) provides evaluative and instructional services that have evolved into integral and mandatory components of medical education. Through the use of highly trained lay people who simulate medical conditions realistically and consistently, the SPP is renowned for its technologically advanced, culturally sensitive medical training and evaluation of students and health care providers from academic and clinical programs across New England. Our standardized patients number over 100, and represent some of the best in the country.

Electronic patient simulators offer a complementary opportunity for students to build skills, practice common medical procedures, and sharpen their decision making. Simulation technology allows students to practice, in the safety of the classroom, the clinical skills that are essential for patient care in the real world. The UMW Simulation Center is a multi-school resource established in 2006 to support and develop medical simulation in our educational programs. The facility is equipped with the full range of simulation technology, including task-trainers, high-fidelity full-body mannequins and computers with screen-based, virtual simulation, for interactive case scenarios, performance debriefing, procedure training, and independent learning.

Services for Students
The Graduate School of Nursing office and the UMW Offices of Student Affairs, Diversity and Equal Opportunity, Financial Aid, Admissions, the Bursar and the Registrar are on the first floor of the main school building. The Lamar Soutter Library, student laboratories and other student areas are open at night for students who wish to study or work in the building.

Diversity and Minority Affairs
The Office of Diversity and Minority Affairs helps minority students enjoy rewarding academic, professional and social experiences while at UMW. In addition to individual guidance for academic and personal issues as well as career counseling and mentoring, events organized with the help of other minority faculty and the Diversity and Equal Opportunity Office offer opportunities to socialize and network. The office also assists in supporting gay, lesbian, bisexual and transgendered students.

Americans with Disabilities Act
According to the Americans with Disabilities Act (ADA) a disability is defined as an impairment that substantially limits one or more of the major life activities of an individual; a record of such an impairment; or, the perception that one has such an impairment. UMW is firmly committed to providing full access to individuals with disabilities. In so doing, UMW intends to fully comply with the Americans with Disabilities Act (ADA) of 1990 and Equal Employment Opportunity Commission guidelines. Students who avail themselves of the ADA will not be treated with prejudice or adversity. The Office of School Services, working in collaboration with the Diversity and Equal Opportunity Office, coordinates all student disability issues.
The Vice Provost for School Services serves as the ADA Student Coordinator. Once admitted, the student is responsible for notifying the Student ADA Coordinator of his/her disability, requesting academic accommodations in writing and providing appropriate documentation of the disability. A student may request accommodations at any time during matriculation. All requests for accommodations are reviewed and acted on by the Academic Accommodations Committee. It is always the student’s choice whether or not to accept any recommended accommodation. Confidentiality is a strict practice of the Academic Accommodations Committee. Students may be referred to the Academic Accommodations Committee by course coordinators or Academic Evaluation Boards for analysis of the academic difficulty and its possible relationship to a disability. Accommodation under ADA will not be in conflict with the fundamental nature of the academic programs of UMW.

Appropriate Treatment of Students
In 2001, UMW developed a policy and complaint procedure to help ensure the appropriate treatment of students (ATS) in the School of Medicine, Graduate School of Biomedical Sciences, and Graduate School of Nursing. Students should expect to be treated with respect and to learn and work in a safe environment. All individuals who interact with students are expected to behave in accordance with the ATS policy, which applies to faculty, administrators, nurses, house staff, postdoctoral students, technicians, other learners, and other volunteer or paid staff. Inappropriate treatment occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment or threat, sexual harassment, psychological cruelty, and discrimination based on race, color, national origin, religion, gender, sexual orientation, age, disability or veteran status. Please note that separate school-wide policies are in place covering sexual harassment, consensual amorous relationships, and discrimination based on protected-class status.

For more information, including definitions, policies and procedures for reporting suspected inappropriate treatment, students are encouraged to contact the Diversity and Equal Opportunity Office. The DEOO is responsible for coordination and monitoring of all ATS complaints and for training faculty members to serve as resource persons for students with ATS-related inquiries and concerns, and for ongoing oversight and periodic review of the training process.

Student Counseling Service
The Student Counseling Service (SCS) provides counseling, psychotherapy, assistance with stress management, and educational programs on emotional well-being for students. Students may receive individual or couples therapy. The SCS maintains strict standards of privacy and confidentiality. The service cost is covered by the prepaid Student Health Plan fee.

Student Health Service and Student Health Plan
The Student Health Service (SHS) seeks to preserve and enhance students’ well-being at UMW by providing programs that effectively respond to students’ health care needs. Students are required to undergo a pre-matriculation health history and medical examination. The form to document this process is available through the SHS and must be completed by students’ health care providers prior to registration, effectively putting the SHS on notice of students’ pre-existing health conditions for which they may require ongoing medical care.

The Student Health Plan (SHP) is the administrative entity funded by the mandatory student health fee, providing routine primary health care coverage to students under the direction of physicians or nurse practitioners. With an additional fee, students may elect to have their immediate family members (i.e., spouse, children) covered under the SHP. Students are covered by the SHP during their period of enrollment, from registration through August 31 of the following school year. A brochure describing the plan and its services is available through the Student Health Service.

The University requires all students to carry supplemental insurance to cover specialty consultations, diagnostic evaluations and inpatient services. Such a policy may be purchased either through the University or privately.

Food Services
The cafeteria and dining room are located on the first floor of UMass Memorial Medical Center—University Campus, which is contiguous to UMW. In addition, a restaurant is located in the Aaron Lazare Medical Research Building.

Campus Bookstore
Located off the UMW lobby, the campus bookstore is open Monday through Friday from 8:30 a.m. – 5 p.m. for students, faculty, staff and the general public. Books not in stock may be ordered through the store or via the UMW Web site. Trade books, school clothing, school insignia items, medical instruments, school supplies, magazines and a variety of snack foods are also available.

Housing and Transportation
Graduate School of Nursing students reside in the local community or commute, as housing facilities are not available on campus. Bus transportation to the campus is available via several routes. Those who wish to park on campus are required to register with the Office of Public Safety and pay an annual parking fee.
UMass Memorial Health Care

UMass Memorial Health Care, Inc. is the clinical partner of the University of Massachusetts Worcester and the largest health care system in Central and Western Massachusetts. It is a not-for-profit, integrated health care system designed to provide all levels of health care, from primary to quaternary. UMass Memorial Health Care delivers care through the UMass Memorial Medical Center and its member hospitals (Clinton, HealthAlliance, Marlborough and Wing Memorial) with health care services further enhanced and augmented by UMass Memorial Medical Group, Community HealthLink, Diversified Visiting Nurses Association and UMass Memorial Home Health and Hospice. The UMass Memorial Centers of Excellence, in cardiovascular disease, cancer, musculoskeletal diseases and diabetes, concentrate expertise, sophisticated technology and the latest advances in medicine to provide patients with a complete continuum of care.

As the tertiary care referral center for Central and Western Massachusetts, UMass Memorial Medical Center offers a full complement of sophisticated technology and support services, providing the region with a broad range of specialists renowned for their work in areas such as cancer, cardiology, emergency medicine, orthopedics, surgery, women’s health and children’s medical services, including an internationally recognized newborn intensive care unit. UMass Memorial Medical Center is a 781-licensed bed facility on three campuses: University, Memorial and Hahnemann, and also operates a 35-bed mental health unit at Worcester State Hospital. UMass Memorial Medical Center is also the region’s transplantation center and provides liver, kidney, pancreas, and bone marrow transplantation.

At the University Campus, which has 417 licensed acute-care beds, clinical services are focused on radiation therapy and cancer care, neurology, trauma and critical care, psychiatry, surgery and advanced cardiovascular...
care. The new Cardiac Catheterization Laboratory employs the most advanced electrophysiology and interventional cardiology technology to evaluate heart structure and function and to detect and treat heart disease. The campus also houses the Weight Center, which provides medical and multidisciplinary support services in the newly emerging specialty of bariatric medicine, including gastric bypass surgery, behavioral therapy and comprehensive follow-up care for weight management.

The University Campus is home to the Children’s Medical Center, a pediatric specialty center providing care in all principal fields, including orthopedics, psychiatry, neurology, pulmonology, oncology and surgery, with the only pediatric intensive care unit and pediatric AIDS treatment facility in Central Massachusetts. The Children’s Medical Center also conducts a Child Abuse Pediatrics program, providing evaluations of children for suspected abuse, neglect and maltreatment. The Children’s Medical Center is accredited by the prestigious National Association of Children’s Hospitals and Related Institutions, a designation that identifies it as a facility that delivers exceptional care to children.

The Duddie Massad Emergency and Trauma Center at the University Campus—the region’s only Level I trauma center—is the home base of Life Flight, New England’s first hospital-based air ambulance and the only emergency helicopter service in Central Massachusetts. Since its founding in 1982, Life Flight has become one of the busiest single-aircraft services in the country, with more than 20,000 patient flights. In 2006 the Life Flight crew assisted with the interior design of a new medical helicopter now considered state-of-the-art among air medical programs across the country. The Duddie Massad Emergency and Trauma Center, which records some 112,000 patient visits per year, provides training and consultation to providers and appoints medical directors for area town Emergency Medical Services.

Opened in 2010, the Ambulatory Care Center (ACC) at the University Campus offers a unique complement of state-of-the-art patient care clinics and translational research programs in a seven-story, 258,000-square-foot building.

With an even broader scope, UMass Memorial sponsors the Disaster Medical Assistance Team—Massachusetts (DMAT-MA2), a volunteer group of professional and paraprofessional medical personnel supported by a cadre of logistical and administrative staff, who augment local medical efforts and provide emergency medical care during a disaster or other adverse event.

DMAT-MA2 currently consists of 170 members; a typical deployment involves about 35 people. The majority of deployments include emergency medicine physicians, as well as nursing, respiratory, pharmacy, first responder, and logistics personnel. Past DMAT-MA2 deployments responded to Hurricanes Katrina and Andrew, the Atlanta and Salt Lake City Olympic Games, the 2004 Democratic National Convention, Ground Zero following the terrorist attacks on New York City, and the 2010 Haiti earthquake.

The Memorial Campus is a leading center for the care and treatment of cancer patients. It is also the site of the New England Hemophilia Center and the Comprehensive Breast Center, a unique multidisciplinary facility focused on the diagnosis and treatment of women with breast cancer and other diseases of the breast.

In addition, the Memorial Campus houses the Spine Center and Arthritis and Joint Replacement Center and provides a full spectrum of multidisciplinary care for orthopedic patients, including arthroscopic and open surgery for injury and orthopedic disease.

The Hahnemann Campus is a patient-centered, full-service outpatient surgery center focusing on dermatology, hand and upper extremity surgery and therapy, ophthalmology and cosmetic surgery. This state-of-the-art ambulatory surgery and specialty care practice center contains eight day-surgery operating rooms; two ophthalmologic operating rooms; three surgical rooms for Moh’s microsurgery; six procedure rooms; 28 exam rooms; 25 physician offices; and admission, testing and discharge areas. The campus also contains laboratory and X-ray facilities, as well as the Hahnemann Family Health Center.
The aims of the Graduate School of Nursing (GSN) are to prepare nurses to improve health outcomes, attend to the built environment, and collaborate on interprofessional initiatives that will have a positive impact on population health—locally, nationally, and globally—through practice, research and education.

The aging of the nursing and faculty workforce and the anticipated critical shortage of professional and advanced practice nurses complicate the current situation in health care delivery. In response, the GSN provides graduate education that serves as the foundation for excellent and innovative clinical decision making through practice-based research and service, leading to improved health care for all.

Through GSN partnerships with multicultural communities and academic and clinical organizations, research, practice and education are integrated to advance nursing knowledge, science and competencies leading to exemplary health care. GSN faculty and staff are dedicated to identifying and capitalizing on opportunities to promote national distinction and innovation in professional and advanced nursing education, research and clinical service. One of the few nursing schools in New England based at an academic health sciences center and the only publicly funded graduate nursing school in Massachusetts, the GSN prepares professional and advanced practice nurses to become leaders, practitioners, scientists and educators at the master’s, post-master’s and doctoral levels.

The Graduate School of Nursing Vision and Goals

The Graduate School of Nursing will be nationally distinguished by its preparation of clinicians, educators, leaders and scientists for research, practice and service initiatives that are the cornerstones of education for the Commonwealth of Massachusetts and beyond.

The goals of the Graduate School of Nursing are to:

• prepare professional and advanced practice nurses, nurse scientists and educators to lead nursing and health care delivery to diverse populations through the integration of education, research, practice and service;

• create a research-dynamic environment with faculty to conduct collaborative, multi-methods research that focuses on chronic illness and health outcomes in hospital- and community-based settings where research findings are translated into practice;

• improve health care through faculty practice at UMass Worcester’s clinical partner UMass Memorial Health Care, UMass Worcester’s public health consulting division Commonwealth Medicine, and other selected settings; and

• establish community and professional service linkages with vulnerable populations and communities to meet mutually prioritized health needs through innovative approaches in education, practice and research.

About The Graduate School of Nursing

Never before has the demand for health care been so driven by market and societal forces. These include: the explosive growth in research and technology; the aging of the population; the unique needs of culturally diverse, medically underserved and vulnerable populations; the rising acuity levels of patients in hospital- and community-based settings; and the emphasis on building healthier communities through preventative care and chronic disease management.
Academic Programs and Pathways

The Graduate School of Nursing offers master’s, post-master’s and doctoral degrees, preparing registered professional and advanced practice nurses within nurse practitioner and nurse educator specialties and for faculty, research and other nursing leadership positions. Subspecialty professional and clinical education is also offered in selected areas. The basis for study includes theoretical foundations of professional and advanced practice nursing, research process and design, societal forces that influence nursing, advanced pathophysiology, pharmacology, health assessment, clinical decision making, specialty content and clinical education.

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<th>Pathways to Graduate Nursing Education</th>
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Pathways to the Master of Science in Nursing degree

Within the GSN master’s program, several pathways lead to the preparation of nurse practitioners and nurse educators:

**Traditional Master’s Pathway** for registered nurses with a bachelor’s degree in nursing;

**Graduate Entry Pathway** for individuals with a bachelor’s degree in a field other than nursing, leading first to registered nurse licensure and then to advanced nursing specialties; and

**Pre-master’s Pathway** for registered nurses with a bachelor’s degree in a field other than nursing.

In addition, applicants to the master’s program may consider a “fast track” Bachelor’s to PhD in Nursing Pathway.

**Post-master’s Certificate Program**

The GSN also offers a Post-master’s Certificate pathway for registered nurses with a master’s degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Collegiate Commission on Nursing Education who wish to expand their competencies in the graduate nursing specialties in order to become adult acute/critical care nurse practitioners, adult primary care nurse practitioners, dual track gerontological nurse practitioners, gerontological nurse practitioners and nurse educators.

The Nurse Educator Post-master’s Certificate is offered by the GSN in collaboration with UMass Online (UMOL). Master’s program and post-master’s certificate specialties include:

- Adult Primary Care Nurse Practitioner
- Adult Acute/Critical Care Nurse Practitioner
- Adult Primary Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner Specialty
- Adult Acute/Critical Care Dual Track with Gerontological Nurse Practitioner Specialty
- Gerontological Nurse Practitioner (post-master’s certificate only)
- Family Nurse Practitioner (only available to GEP students)
- Nurse Educator (post-master’s certificate only available via UMass Online—see Post-master’s Certificate Program for details)

Master’s Program sub-specialties include:

- Cancer Care
- Cardiovascular Care
- Correctional Health Care
- Genetics Care
- Gerontological Care
- Nurse Educator

**Pathways to doctoral nursing degrees**

Students seeking a terminal nursing degree have two options in the Graduate School of Nursing:

- Doctor of Nursing Practice (DNP), a practice doctorate
- Doctor of Philosophy in Nursing (PhD), a research doctorate

**Doctor of Nursing Practice**

The DNP is a post-master’s program for nurse practitioners and nursing administrators. Approved by the Massachusetts Board of Higher Education in 2008, the program prepares graduates for leadership roles in advanced nursing practice. The curriculum is designed to educate students to improve and transform health care through systems leadership, research translation, and advanced clinical knowledge.

The DNP offers two tracks, the Nurse Practitioner Track and the Nurse Administrator Track.

**DNP program subspecialties include**:

- Nurse Educator
- Genetics Care
- Quality and Patient Safety

**The PhD in Nursing**

The GSN’s innovative PhD program promotes mentorship in research and scholarship among its faculty and students for the advancement of nursing science and practice. The PhD in Nursing program has been based at UMW since 2005, after more than ten years as a collaborative program with the University of Massachusetts Amherst.

The GSN offers two pathways to the PhD:

- The Bachelor’s to PhD Pathway is open to registered nurses with a bachelor’s degree and to students who have completed first-year Graduate Entry Pathway (GEP) courses at UMW. The purpose of the Bachelor’s to PhD Pathway is to accelerate the research careers of nurse scientists.
- The Master’s to PhD Pathway is open to registered nurses with a master’s degree in nursing or a related field. This program prepares nurse researchers with the ability to conduct clinical and translational research within a multidisciplinary setting, and nursing faculty for careers in teaching and research.

See individual academic programs for further information about programs, pathways, specialties and subspecialties, course sequences, admission, and selected policies and procedures.
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<th>Pathway or Program</th>
<th>Specialty Options</th>
<th>Subspecialty Options</th>
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<td><strong>Nurse Practitioner Specialties</strong></td>
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<td>• Family Nurse Practitioner</td>
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<td>• Nurse Practitioner Track</td>
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<td>• Nurse Administrator Track</td>
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<td>Quality and Patient Safety</td>
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Master of Science In Nursing Program

Summary of Study

The Master of Science in Nursing curricula incorporate theory, clinical laboratory and practicums in a graduate nursing specialty. The common course of study for each specialty includes graduate core courses in theories, research process and design, and societal forces that influence nursing practice. Advanced practice nursing core courses include advanced pathophysiology, advanced health assessment and advanced pharmacothereapeutics. The focus of a particular specialty and the courses specifically needed to develop expertise in each vary, as detailed in the course sequences. The master's program also offers subspecialty courses in particular areas of nursing, including cancer care, cardiovascular care, correctional health care, genetics care, gerontological care, and nursing education. Full- and part-time studies are available in the master's program.

Master’s Program Outcomes

The Master’s Program prepares advanced practice nurses as either nurse practitioners or nurse educators. Graduates synthesize and integrate knowledge from the biological, psychological, social and nursing sciences. They also analyze the effect of developmental, economic, cultural, epidemiological, social, political, ethical, legal and spiritual factors influencing the care of patients with emphasis on vulnerable diverse populations. Graduates assess, intervene, and evaluate patients and families’ responses to health/illness states by applying the specialty competencies of advanced practice. They apply the standards of practice and evidence-based literature to make cost-effective clinical judgments in the context of quality patient outcomes.

The graduates also manage care as a member of an interprofessional team providing preventive and population-based health care in institutions and communities. As advanced practice nurses, they provide clinical leadership within the context of social, economic, political, legal, cultural and ethical forces that affect health care delivery, health policy, and professional nursing practice. They contribute to the scholarly advancement of the nursing profession through education, research and clinical practice. Graduates embrace life-long learning through participation and leadership in professional development.
Pathways to the Master of Science Degree

Within the GSN master’s program, several pathways lead to the preparation of advanced practice nurses and nurse educators:

- Traditional Master’s Pathway for registered nurses with a bachelor’s degree in nursing;
- Graduate Entry Pathway (GEP) for individuals with a bachelor’s degree in a field other than nursing, leading first to registered nurse licensure and then to advanced nursing specialties (see Graduate Entry Pathway for additional details);
- Pre-master’s Pathway for registered nurses with a bachelor’s degree in a field other than nursing (see Pre-master’s Pathway for additional details);
- In addition, applicants to the master’s program may consider a “fast track” Bachelor’s to PhD in Nursing Pathway. See the PhD in Nursing Program for information on the Bachelor’s to PhD in Nursing Pathway.

Nurse Practitioner and Nurse Educator Specialties

Students in the Traditional Master’s, Pre-master’s and Graduate Entry pathways are eligible for entry into the specialty component of the master’s program, given successful completion of prerequisite coursework.

The Master of Science specialty programs are:

- Adult Primary Care Nurse Practitioner
- Adult Acute/Critical Care Nurse Practitioner
- Adult Primary Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner
- Adult Acute/Critical Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner
- Family Primary Care Nurse Practitioner Specialty (only available to GEP students)
- Nurse Educator

Adult Primary Care Nurse Practitioner Specialty

The Adult Primary Care (ANP) program of study prepares advanced practice nurses to function as adult nurse practitioners in ambulatory or community-based settings. The specialty focuses on delivering primary care to the individual within the context of the family and community. The direct role component includes managing and delivering care for adults with common episodic or chronic health problems, and the core competencies emphasizing teaching/coaching, consultation and research.

Graduates of this specialty are eligible to take the Adult Nurse Practitioner (ANP) certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing, and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

Adult Acute/Critical Care Nurse Practitioner Specialty

The Adult Acute/Critical Care (ACNP) program of study prepares advanced practice nurses to function as nurse practitioners in acute or critical care areas. This specialty focuses on the direct role component, including managing and delivering care to acutely ill patients, as well as the core competencies emphasizing teaching/coaching, consultation and research.

Graduates of this specialty are eligible to take the Acute Care Nurse Practitioner (ACNP) certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing, and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

Adult Primary Care or Adult Acute/Critical Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner Specialty

The Gerontological Nurse Practitioner (GNP) specialty provides a unique opportunity for Adult Primary Care or Adult Acute/Critical Care Nurse Practitioner students to further specialize in caring for older adults. All gerontological students complete the same courses as adult acute/critical care or adult primary care students with additional focus on the older adult population through support courses and clinical practice. Graduates of the dual track will be able to diagnose and manage common acute and chronic illnesses; consult closely with interprofessional team members including physicians and other specialists to coordinate care for older adults; emphasize wellness and prevention by providing the knowledge people need to make informed decisions about their health; and work in hospital, sub-acute, long-term care, assisted living, clinic and home care settings.

Graduates of this specialty are eligible to take the Gerontological Nurse Practitioner certification examination, and either the Acute Care Nurse Practitioner or the Adult Nurse Practitioner certification examination, prepared by an approved national organization as accepted by the Board of Registration in Nursing, and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.
**Family Primary Care Nurse Practitioner Specialty (only available to Graduate Entry Pathway students)**

The Family Primary Care Nurse Practitioner (FNP) specialty prepares advanced practice nurses to function as family nurse practitioners in ambulatory or community-based settings. The program focuses on delivering primary care to the individual within the context of the family and community. The direct role component includes managing and delivering care to children and adults with common episodic or chronic health problems, and the core competencies emphasizing teaching/coaching, consultation and research.

Graduates of this specialty are eligible to take the Family Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing, and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

**Nurse Practitioner Specialty Outcomes**

Consistent with the outcomes of the master’s program and upon completion of these nurse practitioner specialties, graduates will be able to use critical thinking, communication, therapeutic intervention and professional role interaction to:

- synthesize knowledge from the biological, psychological, social and nursing sciences as a foundation for advanced practice nursing as an adult, adult acute/critical care, family and/or gerontological nurse practitioner;
- assess, intervene in and evaluate patients’ responses to acute and critical health/illness states in a variety of settings as an adult acute/critical care nurse practitioner, or to acute and chronic health/illness states over time in a variety of settings as an adult, family or gerontological nurse practitioner, and/or the responses of older patients to health/illness states in a variety of settings;
- utilize the standards of practice and evidence-based literature in the provision of patient care based on critical analysis and evaluation of theory and research from nursing and related disciplines;
- implement both the direct care and core competencies of the adult, adult acute care, family and/or gerontological nurse practitioner role in interprofessional health care settings;
- assume clinical leadership in health care delivery systems, health policy organizations, and local and national nursing organizations;

“Course objectives are built upon those of accreditors to ensure our program is up-to-date and continually evolving. Teaching and research are grounded in clinical practice.”

Lisa Ogawa, PhD, RN
Assistant professor of nursing and director of the nurse educator track

Research interests in patients’ decision making related to substance abuse and hepatitis C

Dr. Ogawa has always integrated education with her nursing roles in military and civilian acute/critical care settings. After earning her Master of Science and PhD at the GSN, she returned as a faculty member. “The caliber of faculty and leadership drew me to stay here.”
• analyze the effects of developmental, economic, cultural, epidemiological, social, political, ethical, legal and spiritual trends influencing the care of children, adults and elders;
• participate in research and other scholarly activities related to clinical nursing; and
• embrace lifelong learning through participation and leadership in professional development.

Nurse Educator Specialty
In response to forces in nursing and health care, this specialty prepares a unique graduate who possesses a strong clinical foundation, leadership skills, and extensive knowledge of teaching and learning. This specialty requires clinical and educational practicums.

Nurse Educator Specialty Outcomes
Consistent with the outcomes of the master’s program, and upon completion of the Nurse Educator specialty, graduates will be able to use critical thinking, communication, therapeutic intervention and professional role interaction to:
• assess, evaluate and provide care in interprofessional environments to adults with actual or potential health deviations;
• teach students or staff to provide patient care based on critical analysis and evaluation of theory and research/evidence from nursing and related disciplines;
• apply appropriate teaching strategies to address the learning needs of a variety of learners in a variety of settings;
• assume clinical leadership roles in nursing schools, care delivery organizations or in local and national professional organizations;
• analyze the effect of social, economic, political, ethical and legal trends on nursing, nursing education and the health care system;
• participate in research and other scholarly activities designed to improve patient outcomes; and
• participate in developing strategies designed to promote and improve system and performance quality.

“The faculty at the GSN have inspired my passion to make a difference in the world of nursing. They have modeled to me wonderful examples of what I want to be when I am an educator.”

Jessica Saleeba, RN
Traditional master’s student

An acute care pediatric nurse who plans to stay in the hospital setting as an educator focused on staff development, Saleeba decided to combine her lifelong enthusiasm for both nursing and teaching in the nurse educator track at the GSN. “The faculty understand that we are adult learners with jobs and families.”
Subspecialties

Students and graduates of the Adult Acute/Critical Care Nurse Practitioner, Adult Primary Care Nurse Practitioner or Nurse Educator specialties are eligible to enroll in one of the following subspecialties:
- Cancer Care
- Cardiovascular Care
- Correctional Health Care
- Genetics Care
- Gerontological Care
- Nurse Educator

Cancer Care

The Cancer Care subspecialty prepares nurses for advanced practice roles in cancer care and education within the adult patient population. The direct care component emphasizes integrating theory, research and practice essential for the advanced practice oncology nurse. The program integrates the physiological and psychosocial components of cancer care.

Courses
Advanced Practice Oncology Nursing
N/NG686 3 credits
Introduction to Genetics and Genomics for the Health Professions
N/NG720 3 credits

Cardiovascular Care

The Cardiovascular Care subspecialty prepares nurses for advanced practice roles across the continuum of care from acute/critical care settings to ambulatory/community settings. The subspecialty focuses on health promotion strategies in clinics, hospitals and community-based settings for men and women at risk for experiencing acute and chronic cardiovascular diseases.

Courses
Advanced Practice Cardiovascular Nursing I
N/NG681 3 credits
Advanced Practice Cardiovascular Nursing II
N/NG682 3 credits

Correctional Health Care

The Correctional Health Care subspecialty explores the factors that have an impact on the correctional health system, including legal, regulatory, ethical, economic, political, policy and sociocultural factors. A two-week, 75-hour immersion into the culture, environment and clinical practices of correctional health care is included. Courses focus on the knowledge, skills and competencies necessary for professional and advanced practice nurses to manage chronic diseases through evidence-based practice for individuals in correctional and community-based settings. Subsequent practicum experiences are available in the Massachusetts Department of Correction Health Services Units, federal and county correctional facilities, as well as community clinics caring for released offenders.

Courses
Advanced Practice Correctional Health Nursing I
N/NG688 3 credits
Advanced Practice Correctional Health Nursing II
N/NG689A 2 credits
Advanced Practice Correctional Health Nursing III
N/NG689B 1 credit

Genetics Care

The Genetics Care subspecialty prepares nurses for advanced practice roles across the continuum of care with an understanding of the underlying genetic components in etiology and inheritance of some of the cardiovascular disorders, neurological disorders and cancer. The subspecialty will also help in promoting strategies for ameliorating the effect of genomic influences within appropriate ethical, racial and cultural constraints.

Courses
Introduction to Genetics and Genomics for the Health Professions
N/NG720 3 credits
Applied Genomics for the Health Professions
N/NG721 3 credits

Gerontological Care (only available to students in the Nurse Educator specialty and the PhD program)

The Gerontological Care subspecialty prepares nurse educator graduate students for roles in various geriatric settings including outpatient, home care, assisted living, adult day care, long-term care, sub-acute and acute care. Coursework is grounded in a biophysical model of health care delivery for older adults and emphasizes the integration of theory, research and practice essential for advanced gerontological nursing.

Courses
Advanced Nursing Science: Gerontological Advanced Practice Nursing Theory I
N/NG650C 2 credits
Advanced Nursing Science: Gerontological Advanced Practice Nursing Theory II
N/NG651C 2 credits
Living with Chronic Disease and Terminal Illness
N/NG685C 3 credits

Nurse Educator

The Nurse Educator subspecialty prepares nurses for advanced practice roles in faculty or staff development, providing an opportunity to acquire teaching skills and strategies that address student, program and patient outcomes as well as leadership skills to improve health care.

Courses
Advanced Nursing Science: Teaching and Curriculum Development for Nurse Educators
N/NG620 3 credits
Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators
N/NG623 3 credits
### Master of Science in Nursing Course Sequences

See Course Descriptions for further information about Master of Science courses.

#### Year One

**Fall Semester**
- N/NG601: Theory and Research for Advanced Practice Nursing I (3 credits)
- N/NG603A: Societal Forces for Advanced Practice Nursing (3 credits)
- N/NG613: Advanced Pathophysiology (3 credits)

**Spring Semester**
- N/NG602: Theory and Research for Advanced Practice Nursing II (3 credits)
- N/NG603B: Community Service Learning Practicum (2 credits)
- N/NG614: Advanced Pharmacotherapeutics (3 credits)
- Elective (3 credits)

**Summer Semester**
- N/NG615A: Advanced Health Assessment (3 credits)
- N/NG615B: Advanced Health Assessment Practicum (1 credit)

#### Total Academic Credits
- 42 credits

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### Year Two

**Fall Semester**
- N/NG630A: Advanced Nursing Science: Adult Primary Care Nurse Practitioner Theory I (6 credits)
- N/NG630B: Advanced Nursing Science: Adult Primary Care Nurse Practitioner Clinical Practicum I (3 credits)

**Spring Semester**
- N/NG631A: Advanced Nursing Science: Adult Primary Care Nurse Practitioner Theory II (6 credits)
- N/NG631B: Advanced Nursing Science: Adult Primary Care Nurse Practitioner Clinical Practicum II (3 credits)

**Total Academic Credits**
- 42 credits

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### Adult Primary Care Nurse Practitioner Specialty

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### Adult Acute/Critical Care Nurse Practitioner Specialty

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### Master of Science In Nursing Program

**Year One**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>N/NG601  Theory and Research for Advanced Practice Nursing I</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG603A Societal Forces for Advanced Practice Nursing</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG613 Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>N/NG602  Theory and Research for Advanced Practice Nursing II</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG603B Community Service Learning Practicum</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG613 Advanced Pharmacotherapeutics</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG685 Living with Chronic and Terminal Illness</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>N/NG615A Advanced Health Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG615B Advanced Health Assessment Practicum</td>
<td>1 credit</td>
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**Year Two**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>N/NG630A Advanced Nursing Science: Adult Primary Care Nurse Practitioner Theory I</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG630B Advanced Nursing Science: Adult Primary Care Nurse Practitioner Clinical Practicum I</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG650A Advanced Nursing Science: Gerontological Nurse Practitioner Theory I</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG650B Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum I</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>N/NG631A Advanced Nursing Science: Adult Primary Care Nurse Practitioner Theory II</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG631B Advanced Nursing Science: Adult Primary Care Nurse Practitioner Clinical Practicum II</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG651A Advanced Nursing Science: Gerontological Nurse Practitioner Theory II</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>N/NG651B Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum II</td>
<td>1 credit</td>
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</table>

**Total Academic Credits**: 48 credits
### Year One

#### Fall Semester
- N/NG601 Theory and Research for Advanced Practice Nursing I 3 credits
- N/NG603A Societal Forces for Advanced Practice Nursing 3 credits
- N/NG613 Advanced Pathophysiology 3 credits

#### Spring Semester
- N/NG602 Theory and Research for Advanced Practice Nursing II 3 credits
- N/NG603B Community Service Learning Practicum 2 credits
- N/NG614 Advanced Pharmacotherapeutics 3 credits
- N/NG685 Living with Chronic and Terminal Illness 3 credits

#### Summer Semester
- N/NG615A Advanced Health Assessment 3 credits
- N/NG615B Advanced Health Assessment Practicum 1 credit

### Year Two

#### Fall Semester
- N/NG640A Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Theory I 6 credits
- N/NG640B Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Clinical Practicum I 3 credits
- N/NG650A Advanced Nursing Science: Gerontological Nurse Practitioner Theory I 2 credits
- N/NG650B Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum I 1 credit

#### Spring Semester
- N/NG641A Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Theory II 6 credits
- N/NG641B Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Clinical Practicum II 3 credits
- N/NG651A Advanced Nursing Science: Gerontological Nurse Practitioner Theory II 2 credits
- N/NG651B Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum II 1 credit

| Total Academic Credits | 48 credits |
Family Primary Care Nurse Practitioner Specialty (only available to Graduate Entry Pathway students)

### GEP Year One Pre-licensure

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NG510</td>
<td>Concepts in Professional Nursing</td>
<td>2 credits</td>
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<tr>
<td>NG511</td>
<td>Biomedical Sciences I</td>
<td>5 credits</td>
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</tr>
<tr>
<td>NG513</td>
<td>Health Assessment and Skills I</td>
<td>2 credits</td>
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</tr>
<tr>
<td>NG516A</td>
<td>Nursing I: Care of Persons with Acute and Chronic Conditions</td>
<td>5 credits</td>
<td></td>
</tr>
<tr>
<td>NG516B</td>
<td>Nursing I: Clinical Care of Persons with Acute and Chronic Conditions</td>
<td>5 credits</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<td></td>
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<tr>
<td>NG512</td>
<td>Biomedical Sciences II</td>
<td>3 credits</td>
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<tr>
<td>NG514</td>
<td>Health Assessment and Skills II</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>NG517A</td>
<td>Nursing II: Care of Persons with Acute and Chronic Conditions</td>
<td>5 credits</td>
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<tr>
<td>NG517B</td>
<td>Nursing II: Clinical Care of Persons with Acute and Chronic Conditions</td>
<td>5 credits</td>
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<tr>
<td>NG518A</td>
<td>Nursing III: Care of the Childbearing Family</td>
<td>3 credits</td>
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<tr>
<td>NG518B</td>
<td>Nursing III: Clinical Care of the Childbearing and Child Rearing Family</td>
<td>3 credits</td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td>NG519A</td>
<td>Nursing IV: Clinical Capstone: Leadership and Management</td>
<td>3 credits</td>
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<tr>
<td>NG519B</td>
<td>Nursing IV: Clinical Capstone: Internship</td>
<td>7 credits</td>
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### GEP Year Two

<table>
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<tr>
<th>Semester</th>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NG520A</td>
<td>Community Health Nursing: Promoting the Health of Populations</td>
<td>2 credits</td>
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<tr>
<td>NG520B</td>
<td>Community Health Clinical Practice</td>
<td>2 credits</td>
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</tr>
<tr>
<td>NG521</td>
<td>Transition to Professional Practice I</td>
<td>1 credit</td>
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<tr>
<td>N/NG601</td>
<td>Theory and Research for Advanced Practice Nursing I</td>
<td>3 credits</td>
<td></td>
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<tr>
<td>N/NG603A</td>
<td>Societal Forces For Advanced Practice Nursing</td>
<td>3 credits</td>
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<tr>
<td>N/NG613</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>NG522</td>
<td>Transition to Professional Practice II</td>
<td>1 credit</td>
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<tr>
<td>N/NG602</td>
<td>Theory and Research for Advanced Practice Nursing II</td>
<td>3 credits</td>
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</tr>
<tr>
<td>N/NG603B</td>
<td>Community Service Learning Practicum</td>
<td>2 credits</td>
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<tr>
<td>N/NG614</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3 credits</td>
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<tr>
<td>N/NG615A</td>
<td>Advanced Health Assessment</td>
<td>3 credits</td>
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<tr>
<td>N/NG615B</td>
<td>Advanced Health Assessment Practicum</td>
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### GEP Year Three

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>NG660A</td>
<td>Advanced Nursing Science: Family Primary Care Nurse Practitioner Theory I</td>
<td>8 credits</td>
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<tr>
<td>NG660B</td>
<td>Advanced Nursing Science: Family Primary Care Nurse Practitioner Clinical Practicum I</td>
<td>4 credits</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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</tr>
<tr>
<td>NG661A</td>
<td>Advanced Nursing Science: Family Primary Care Nurse Practitioner Theory II</td>
<td>8 credits</td>
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<tr>
<td>NG661B</td>
<td>Advanced Nursing Science: Family Primary Care Nurse Practitioner Clinical Practicum II</td>
<td>4 credits</td>
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</table>

**Total Academic Credits**: 100 credits
## Nurse Educator Specialty

### Year One

#### Fall Semester
- **N/NG601**: Theory and Research for Advanced Practice Nursing I 3 credits
- **N/NG603A**: Societal Forces for Advanced Practice Nursing 3 credits
- **N/NG613**: Advanced Pathophysiology 3 credits
- **N/NG620**: Advanced Nursing Science: Teaching and Curriculum Development for Nurse Educators 3 credits

*Can be taken in either fall or spring semester*

#### Spring Semester
- **N/NG602**: Theory and Research for Advanced Practice Nursing II 3 credits
- **N/NG603B**: Community Service Learning Practicum 2 credits
- **N/NG614**: Advanced Pharmacotherapeutics 3 credits

#### Summer Semester
- **N/NG615A**: Advanced Health Assessment 3 credits
- **N/NG615B**: Advanced Health Assessment Practicum 1 credit

### Year Two

#### Fall Semester
- **N/NG621A**: Advanced Nursing Science: Adult Care Theory for Nurse Educators 4 credits
- **N/NG621B**: Advanced Nursing Science: Clinical Practice for Nurse Educators 3 credits
- **N/NG622**: Advanced Nursing Science: Advanced Instructional Methods for Nurse Educators 2 credits

#### Spring Semester
- **N/NG623**: Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators 3 credits
- **N/NG624**: Advanced Nursing Science: Systems Leadership for Nurse Educators 3 credits
- **N/NG625B**: Advanced Nursing Science: Teaching Practicum for Nurse Educators 3 credits

### Total Academic Credits
- **42 credits**
Admission to the Traditional Master’s Pathway

Admission to the Graduate School of Nursing (GSN) is granted by the faculty. Students who wish to be considered for a Master of Science or doctoral degrees must submit their applications and supporting materials to Nursing CAS (the Centralized Application Service for Nursing Programs).

Application for the master’s program is due March 15. Only applications completed by the due date will be reviewed. Qualified applicants will be invited for an interview and subsequently their application will be brought forward to the Academic Standards and Admissions Committee for action.

Applicants are reviewed individually with a goal of providing a balanced appraisal with consideration of previous academic achievement, Graduate Record Examination (GRE) scores, professional experience, clarity of professional goals, leadership potential, problem solving capacity, successful completion of prerequisites, and other qualities appropriate to graduate study in nursing.

Application

Please visit www.umassmed.edu/gsn/admissions/masters.aspx for a link to a printable Traditional Master’s Pathway application form.

Applications to the Traditional Master’s Pathway into the Master of Science program will be considered when all of the following have been received:

- completed application form, including:
  - a clear personal statement of professional goals related to specialty of choice; and
  - three short essays (see application form);
- non-refundable application fee made payable to the University of Massachusetts;
- official transcripts of college graduation from an accredited institution and all other colleges and universities attended, including prerequisite courses if taken outside of a degree program;
- evidence of a bachelor’s degree from a program accredited by the National League for Nursing Accreditation Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE);
- official report of GRE scores from tests taken within last five years; and
- three letters of recommendation from people with whom the applicant has been in contact within the last five years:
  - at least one letter of reference must be from a professional nurse who has been recently responsible for evaluating the applicant’s professional nursing practice;
  - a second letter of reference must be an academic reference from a person with an advanced degree; and
  - the third letter should be a professional letter of reference related to academic, work or volunteer activities.

Qualified applicants will be admitted on a space-available basis.

Prerequisites for the Traditional Master’s Pathway

The applicant must have:

- an unrestricted Massachusetts license as a registered nurse;
- a bachelor’s degree in nursing earned from a program accredited by the NLNAC or CCNE;
- an undergraduate grade point average of 3.0 (B) or better;
- completion of undergraduate courses in:
  - professional nursing leadership, health assessment and concepts/practice in community health;
  - statistics (with a grade of C or better);
- current CPR Certification for Health Providers (BLS) by the American Heart Association;
- computer competence at the user level, including disk and file management and word processing; and
- proficiency in reading and writing in the English language. Applicants whose native language is not English must supply their Test of English as a Foreign Language (TOEFL) results.

Tuition and Fees

See Tuition and Fees and www.umassmed.edu/gsn/tuition.aspx for complete information.

Financial Aid

See Financial Aid and www.umassmed.edu/financialaid.aspx for complete information.
Academic Policies and Procedures

Selected policies that may be of particular interest to Master of Science applicants appear here. For a full description of GSN policies, please view the GSN Student Handbook at: www.umassmed.edu/gsn/current_students/index.aspx.

Completed CORI
Students will be required to submit evidence of a Criminal Offense Record Investigation (CORI) for full acceptance, entry and continued enrollment.

Continuous Enrollment
Students are required to maintain continuous enrollment each semester (fall, spring) until the program is complete. Failure to be properly enrolled will result in the student being administratively withdrawn from the program.

Statute of Limitations
The statute of limitations is the period within which all degree requirements must be completed. All GSN master’s students have five years to earn the Master of Science degree. Master’s students may be granted additional time to complete their degrees by requesting an extension. Such a request may be approved if satisfactory and reasonable progress is made toward completing the master’s degree.

Maximum Credit Load
A graduate student in the traditional master’s pathway may register for up to 12 credits each semester. Students who wish to register for more than the maximum credit load must secure written permission from their faculty advisors.

Transfer of Credits
Up to nine graduate credits from other institutions may be transferred with the permission of the faculty advisor for the Master of Science program. Transfer courses must have been taken within the last five years and a grade of B or better received. All transfer courses that met regularly for one semester will be converted to three credits. The student receives credit for transfer courses, but the grades are not calculated in the University of Massachusetts GPA.

RN Licensure
All matriculated graduate nursing students, with the exception of GEP students in their pre-licensure year, must have a current unrestricted Massachusetts RN license and a current unrestricted license in the state where they will perform their practicum. Proof of licensure is required upon application to the Graduate School of Nursing.

“GSN students are a diverse, mature group who ask probing questions, creating a continuing dialogue between basic science and clinical education.”

Omanand Koul, PhD
Research associate professor of nursing

Dr. Koul teaches pathophysiology to first- and second-year GEP and traditional master’s students. “Beyond a passion for nursing, nurses need to understand what happens to normal physiology when systems are altered in disease.”
The Graduate Entry Pathway

The Graduate Entry Pathway (GEP) is designed as an alternate pathway into the Master of Science in Nursing program for applicants who have a bachelor’s degree in a field other than nursing, who are not registered nurses and who seek a master’s degree in nursing to become a nurse practitioner or nurse educator. The GEP responds to the growing need for well-educated professional nurses and faculty, particularly in specialty areas.

The GEP is a full-time program lasting a minimum of three years that:

• prepares professional nurses for generalist entry-level practice through initial licensure by examination in Massachusetts as a registered nurse;
• establishes the foundation for competent professional practice as a registered nurse through a mentored nurse residency in entry-level clinical practice; and
• equips students for studies in a specialty area in the Master of Science in Nursing program. GEP graduates receive a Master of Science degree.

Graduate Entry Pathway Summary of Study

**GEP Year One: Pre-licensure Component**

The academic calendar runs from mid-August to the end of July. During this period, students complete the courses and clinical experiences required for licensure as a registered nurse. Upon successful completion of pre-licensure requirements and enrollment in the subsequent 500- and 600-level courses in the first part of the GEP Year 2, the GSN will issue qualifying students a Certificate of Completion so that they may sit for the National Certification Licensing Examination for Registered Nurses (NCLEX-RN). The Certificate of Completion is not the equivalent of an academic degree, and is awarded in the Commonwealth of Massachusetts only to students who are enrolled in a graduate degree program.

**GEP Year One Outcomes**

Consistent with the terminal outcomes of the Master of Science in Nursing program, upon completion of Year One of the Graduate Entry Pathway, students will be able to:

• think critically for the purposes of exercising evidence-based clinical judgment and making ethical decisions;
• provide clinical nursing care using the core competencies and knowledge of a professional registered nurse;
• communicate effectively with individuals, families and communities of diverse backgrounds and with colleagues in other professional disciplines;
• demonstrate leadership skills to enhance health care delivery and promote professional nursing; and
• exemplify the personal and professional values and characteristics consistent with the professional nursing role.
GEP Year Two
Students transition into Master of Science coursework. In the fall semester, in addition to traditional master’s (600-level) courses, GEP students take NG520A Community Health Nursing: Promoting the Health of Populations; NG520B Community Health Clinical Practice; and NG521 Transition to Professional Nursing I. In the spring semester, GEP students take NG522 Transition to Professional Nursing II concurrently with master’s courses and their mentored nurse residency. The nurse residency begins post-licensure, when students are employed as licensed professional registered nurses. This residency, which bridges Years Two and Three, allows students to gain clinical skills while taking core master’s and nursing specialty and subspecialty coursework.

GEP Year Three
In the final year of the GEP program, the plan of study will vary based on the specialty of choice, with GEP students taking the additional 600-level courses for their chosen specialty:
- Adult Acute/Critical Care Nurse Practitioner*
- Adult Primary Care Nurse Practitioner*
- Family Primary Care Nurse Practitioner
- Nurse Educator
- Option for a Dual Track with Gerontological Nurse Practitioner Specialty

GEP students are expected to complete 1000 hours total (500 hours is required prior to the start of the clinical year) of work as a registered nurse before the end of their final semester in addition to their required clinical practicums.

Transitioning to Master’s Level Courses, Specialties and Subspecialties
The master’s curriculum incorporates theory, clinical laboratory and practicums in a graduate nursing specialty. The common course of study for each specialty includes graduate core courses in theories, research process and design, and societal forces that influence nursing practice. Advanced practice nursing core courses include advanced pathophysiology, advanced health assessment and advanced pharmacotherapeutics. The focus of a particular specialty and the courses specifically needed to develop expertise in each vary, as detailed in the course sequences. The master’s program also offers subspecialty courses in particular areas of nursing, including cancer care, cardiovascular care, correctional health care, genetics care, gerontological care, and nursing education (described below). Full- and part-time studies are available in the master’s program.

Master’s Program Outcomes
The master’s program is designed to prepare advanced practice nurses as either nurse practitioners or nurse educators. The graduates synthesize and integrate knowledge from the biological, psychological, social and nursing sciences. They also analyze the effect of developmental, economic, cultural, epidemiological, social, political, ethical, legal and spiritual factors influencing the care of patients with emphasis on vulnerable diverse populations. The graduates assess, intervene, and evaluate the responses of patients to health/illness states by applying the specialty competencies of advanced practice. They apply the standards of practice and evidence-based literature to make cost-effective clinical judgments in the context of quality patient outcomes. The graduates also manage health/illness care as a member of an interdisciplinary team implanting preventive and population-based health care in institutions and communities. As advanced practice nurses, they provide clinical leadership within the context of social, economic, political, legal, cultural and ethical forces that affect health care delivery, health policy, and professional nursing practice. They contribute to the scholarly advancement of the nursing profession through education, research and clinical practice. The graduates embrace life-long learning through participation and leadership in professional development.
Nurse Practitioner and Nurse Educator Specialties

Students in the Graduate Entry Pathway are eligible for entry into the specialty component of the master’s program, given successful completion of prerequisite coursework.

The Master of Science specialty programs available to GEP students are:

- Adult Primary Care Nurse Practitioner
- Adult Acute/Critical Care Nurse Practitioner
- Adult Primary Care or Adult Acute/Critical Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner
- Family Primary Care Nurse Practitioner Specialty (available to Graduate Entry Pathway students only)
- Nurse Educator

Adult Primary Care Nurse Practitioner Specialty

The Adult Primary Care (ANP) program prepares advanced practice nurses to function in ambulatory or community-based settings as an adult nurse practitioner. The focus of the program is on the delivery of primary care to the individual within the context of the family and community. The direct role component includes the management and delivery of care for adults with common episodic or chronic health problems, and the core competencies emphasizing teaching, consultation and research.

Graduates of this specialty are eligible to take the Adult Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

“The accelerated GEP is a new model for nursing education that meets patient and health care needs with an approach that is exciting, innovative and effective.”

Eileen Terrill, PhD
Assistant professor of nursing and director of the Graduate Entry Pathway program

Originally an RN, Dr. Terrill’s experiences as a community activist while raising a large family further fostered her holistic understanding of health care, an ideal match for the GEP program. “Students bring their diverse experience, varied educational backgrounds and maturity to the table. It is exciting to participate in revamping nursing education with them.”
Adult Acute/Critical Care Nurse Practitioner Specialty
The Adult Acute/Critical Care (ACNP) program of study prepares advanced practice nurses to function in acute or critical care areas as a nurse practitioner. This specialty focuses on the direct role component, including the management and delivery of care to acutely ill patients, as well as the core competencies emphasizing teaching/coaching, consultation and research.

Graduates of this specialty are eligible to take the Acute Care Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

Adult Primary Care or Adult Acute/Critical Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner Specialty
The Gerontological Nurse Practitioner (GNP) specialty provides a unique opportunity for Adult Primary Care Nurse Practitioner or Acute/Critical Care Nurse Practitioner students to pursue a program of study in caring for older adults. All gerontological students complete the same courses as ANP or ACNP students with additional focus on the older adult population through support courses and clinical practice. Graduates of the dual track will be able to diagnose and manage common acute and chronic illnesses; consult closely with physicians and other specialists to coordinate the care of older adults; emphasize wellness and prevention by providing the information people need to make decisions about their health; and work in hospital, sub-acute, long-term care, assisted living, clinic and home care settings.

Graduates of this specialty are eligible to take the Gerontological Nurse Practitioner certification examination and either the Acute Care Nurse Practitioner or the Adult Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

“After looking at different schools and curricula, I decided the GEP was the best option for me.”

Ashley Carraher
Graduate Entry Pathway student
Family Primary Care Nurse Practitioner Specialty (only available to GEP students)
The Family Primary Care Nurse Practitioner (FNP) specialty prepares advanced practice nurses to function in ambulatory or community-based settings as a family nurse practitioner. The focus of the program is on the delivery of primary care to the individual within the context of the family and community. The direct role component includes the management and delivery of care to children and adults with common episodic or chronic health problems, and the core competencies emphasizing teaching, consultation and research.

Graduates of this specialty are eligible to take the Family Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

Nurse Practitioner Specialty Outcomes
Consistent with the outcomes of the master’s program and upon completion of these nurse practitioner specialties, graduates will be able to use critical thinking, communication, therapeutic intervention and professional role interaction to:

• synthesize knowledge from the biological, psychological, social and nursing sciences as a foundation for advanced practice nursing as an adult, adult acute/critical care, family and/or gerontological nurse practitioner;
• assess, intervene and evaluate the responses of patients to acute and chronic health/illness states over time in a variety of settings as an adult, family or gerontological nurse practitioner, or to acute and critical health/illness states in a variety of settings as an adult acute/critical care nurse practitioner, and/or the responses of older patients to health/illness states in a variety of settings;
• utilize the standards of practice and evidence-based literature in the provision of patient care based on critical analysis and evaluation of theory and research from nursing and related disciplines;
• implement both the direct care and core competencies of the adult, adult acute care, family and/or gerontological nurse practitioner role in interprofessional health care settings;
• assume clinical leadership in health care delivery systems, health policy organizations, and local and national nursing organizations;
• analyze the effect of developmental, economic, cultural, epidemiological, social, political, ethical, legal and spiritual trends influencing the care of children, adults and elders;
• participate in research and other scholarly activities related to clinical nursing; and
• embrace life-long learning through participation and leadership in professional development.

Nurse Educator Specialty
In response to forces in nursing and health care, this specialty prepares a unique graduate who possesses a strong clinical foundation, leadership skills, and extensive knowledge of teaching and learning. This specialty requires clinical and educational practicums.

Nurse Educator Specialty Outcomes
Consistent with the outcomes of the master’s program and upon completion of the Nurse Educator specialty, graduates will be able to use critical thinking, communication, therapeutic intervention and professional role interaction to:

• assess, evaluate and provide care to adults with actual or potential health deviations in interprofessional environments;
• teach students or staff to provide patient care based on critical analysis and evaluation of theory and research/evidence from nursing and related disciplines;
• apply appropriate teaching strategies to address the learning needs of a variety of learners in a variety of settings;
• assume clinical leadership roles in nursing schools, care delivery organizations or in local/national professional organizations;
• analyze the effect of social, economic, political, ethical and legal trends on nursing, nursing education and the health care system;
• participate in research and other scholarly activities designed to improve patient outcomes; and
• participate in developing strategies designed to promote and improve system and performance quality.
Subspecialties

Students and graduates of the Adult Acute/Critical Care Nurse Practitioner, Adult Primary Care Nurse Practitioner or Nurse Educator specialties are eligible to enroll in one of the following subspecialties:

- Cancer Care
- Cardiovascular Care
- Correctional Health Care
- Genetics Care
- Gerontological Care
- Nurse Educator

Cancer Care

The Cancer Care subspecialty prepares nurses for advanced practice roles in cancer care and education within the adult patient population. The direct role components emphasize an integration of theory, research and practice essential for the advanced practice oncology nurse. The program includes physiological and psychosocial components regarding cancer care.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Advanced Practice Oncology Nursing N/NG686</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Genetics and Genomics for the Health Professions N/NG720</td>
<td>3</td>
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</tbody>
</table>

Cardiovascular Care

The Cardiovascular Care subspecialty prepares nurses for advanced practice roles across the continuum of care from acute/critical care settings to ambulatory/community settings. The subspecialty focuses on health promotion strategies in clinics, hospitals and community-based settings for men and women at risk for experiencing acute and chronic cardiovascular diseases.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
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<td>Advanced Practice Cardiovascular Nursing I N/NG681</td>
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</tr>
<tr>
<td>Advanced Practice Cardiovascular Nursing II N/NG682</td>
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Correctional Health Care

The Correctional Health Care subspecialty explores the factors that have an impact on the correctional health system, including legal, regulatory, ethical, economic, political, policy and sociocultural factors. A two-week, 75-hour immersion into the culture, environment and clinical practices of correctional health care is included. Courses focus on the knowledge, skills and competencies necessary for professional and advanced practice nurses to manage chronic diseases through evidence-based practice for individuals in correctional and community-based settings. Subsequent practicum experiences are available in the Massachusetts Department of Correction Health Services Units, federal and county correctional facilities as well as the community clinics caring for released offenders.

<table>
<thead>
<tr>
<th>Courses</th>
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<td>Advanced Practice Correctional Health Nursing III N/NG689B</td>
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Genetics Care

The Genetics Care subspecialty prepares nurses for advanced practice roles across the continuum of care with an understanding of the underlying genetic components in etiology and inheritance of some of the cardiovascular disorders, neurological disorders and cancer. The subspecialty will also help in promoting strategies for ameliorating the effect of genomic influences within appropriate ethical, racial and cultural constraints.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Applied Genomics for the Health Professions N/NG721</td>
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</table>

Gerontological Care (only available to students in the Nurse Educator specialty and the PhD program)

The Gerontological Care subspecialty prepares nurse educator graduate students for roles in various geriatric settings including outpatient, home care, assisted living, adult day care, long-term care, sub-acute and acute care. Coursework is grounded in a biophysical model of health care delivery for older adults and emphasizes the integration of theory, research and practice essential for advanced gerontological nursing.

<table>
<thead>
<tr>
<th>Courses</th>
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<td>Advanced Nursing Science: Gerontological Advanced Practice Nursing Theory II N/NG651C</td>
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<tr>
<td>Living with Chronic Disease and Terminal Illness N/NG685</td>
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</table>

Nurse Educator

The Nurse Educator subspecialty prepares nurses for advanced practice roles in faculty or staff development, providing an opportunity to acquire teaching skills and strategies that address student, program and patient outcomes as well as leadership skills to improve health care.

<table>
<thead>
<tr>
<th>Courses</th>
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<td>Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators N/NG623</td>
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Graduate Entry Pathway Sample Course Sequences

See Course Descriptions for further information about GEP and other GSN courses.

### GEP Adult Primary Care Nurse Practitioner Specialty

#### GEP Year One Pre-licensure

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
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<tr>
<td>NG510</td>
<td>Concepts in Professional Nursing</td>
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<tr>
<td>NG519A</td>
<td>Nursing IV: Clinical Capstone: Leadership and Management</td>
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<td>NG519B</td>
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#### GEP Year Two

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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NG520A</td>
<td>Community Health Nursing: Promoting the Health of Populations</td>
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<td>NG520B</td>
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| **Total Academic Credits** | **94 credits** |
# GEP Adult Acute/Critical Care Nurse Practitioner Specialty

## GEP Year One Pre-licensure

### Fall Semester

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### Spring Semester

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<td>NG517A</td>
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### Summer Semester

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**Pre-licensure Credits** 49 credits

## GEP Year Two

### Fall Semester

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<td>Community Health Nursing: Promoting the Health of Populations</td>
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### Spring Semester

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## GEP Year Three

### Fall Semester

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### Spring Semester

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**Total Academic Credits** 94 credits
### GEP Adult Primary Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner Specialty

#### GEP Year One Pre-licensure

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<th>Semester</th>
<th>Course Code</th>
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#### Pre-licensure Credits: 49 credits

#### GEP Year Two

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<th>Semester</th>
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<tr>
<td></td>
<td>N/NG651A</td>
<td>Advanced Nursing Science: Gerontological Nurse Practitioner Theory II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>N/NG651B</td>
<td>Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum II</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Total Academic Credits: 103 credits
## GEP Adult Acute/Critical Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner Specialty

### GEP Year One Pre-licensure

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NG510</td>
<td>Concepts in Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NG511</td>
<td>Biomedical Sciences I</td>
<td>5</td>
</tr>
<tr>
<td>NG513</td>
<td>Health Assessment and Skills I</td>
<td>2</td>
</tr>
<tr>
<td>NG516A</td>
<td>Nursing I: Care of Persons with Acute and Chronic Conditions</td>
<td>5</td>
</tr>
<tr>
<td>NG516B</td>
<td>Nursing I: Clinical Care of Persons with Acute and Chronic Conditions</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NG512</td>
<td>Biomedical Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>NG514</td>
<td>Health Assessment and Skills II</td>
<td>1</td>
</tr>
<tr>
<td>NG517A</td>
<td>Nursing II: Care of Persons with Acute and Chronic Conditions</td>
<td>5</td>
</tr>
<tr>
<td>NG517B</td>
<td>Nursing II: Clinical Care of Persons with Acute and Chronic Conditions</td>
<td>3</td>
</tr>
<tr>
<td>NG518A</td>
<td>Nursing III: Care of the Childbearing and Child Rearing Family</td>
<td>5</td>
</tr>
<tr>
<td>NG518B</td>
<td>Nursing III: Clinical Care of the Childbearing and Child Rearing Family</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NG519A</td>
<td>Nursing IV: Clinical Capstone: Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>NG519B</td>
<td>Nursing IV: Clinical Capstone: Internship</td>
<td>7</td>
</tr>
</tbody>
</table>

**Pre-licensure Credits**

49 credits

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### GEP Year Two

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NG520A</td>
<td>Community Health Nursing: Promoting the Health of Populations</td>
<td>2</td>
</tr>
<tr>
<td>NG520B</td>
<td>Community Health Clinical Practice</td>
<td>2</td>
</tr>
<tr>
<td>NG521</td>
<td>Transition to Professional Practice I</td>
<td>1</td>
</tr>
<tr>
<td>N/NG601</td>
<td>Theory and Research for Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>N/NG603A</td>
<td>Societal Forces For Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N/NG613</td>
<td>Advanced Pathophysiology</td>
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</tr>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NG522</td>
<td>Transition to Professional Practice II</td>
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<tr>
<td>N/NG602</td>
<td>Theory and Research for Advanced Practice Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>N/NG603B</td>
<td>Community Service Learning Practicum</td>
<td>2</td>
</tr>
<tr>
<td>N/NG614</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>N/NG615A</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>N/NG615B</td>
<td>Advanced Health Assessment Practicum</td>
<td>1</td>
</tr>
<tr>
<td>N/NG685</td>
<td>Living with Chronic and Terminal Illness</td>
<td>3</td>
</tr>
</tbody>
</table>

**GEP Year Three**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/NG640A</td>
<td>Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Theory</td>
<td>6</td>
</tr>
<tr>
<td>N/NG640B</td>
<td>Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>N/NG650A</td>
<td>Advanced Nursing Science: Gerontological Nurse Practitioner Theory</td>
<td>2</td>
</tr>
<tr>
<td>N/NG650B</td>
<td>Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/NG641A</td>
<td>Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Theory</td>
<td>6</td>
</tr>
<tr>
<td>N/NG641B</td>
<td>Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>N/NG651A</td>
<td>Advanced Nursing Science: Gerontological Nurse Practitioner Theory</td>
<td>2</td>
</tr>
<tr>
<td>N/NG651B</td>
<td>Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Academic Credits**

103 credits
## GEP Family Primary Care Nurse Practitioner Specialty

### GEP Year One Pre-licensure

#### Fall Semester
- **NG510** Concepts in Professional Nursing: 2 credits
- **NG511** Biomedical Sciences I: 5 credits
- **NG513** Health Assessment and Skills I: 2 credits
- **NG516A** Nursing I: Care of Persons with Acute and Chronic Conditions: 5 credits
- **NG516B** Nursing I: Clinical Care of Persons with Acute and Chronic Conditions: 5 credits

#### Spring Semester
- **NG512** Biomedical Sciences II: 3 credits
- **NG514** Health Assessment and Skills II: 1 credit
- **NG517A** Nursing II: Care of Persons with Acute and Chronic Conditions: 5 credits
- **NG517B** Nursing II: Clinical Care of Persons with Acute and Chronic Conditions: 3 credits
- **NG518A** Nursing III: Care of the Childbearing and Child Rearing Family: 5 credits
- **NG518B** Nursing III: Clinical Care of the Childbearing and Child Rearing Family: 3 credits

#### Summer Semester
- **NG519A** Nursing IV: Clinical Capstone: Leadership and Management: 3 credits
- **NG519B** Nursing IV: Clinical Capstone: Internship: 7 credits

**Pre-licensure Credits:** 49 credits

### GEP Year Two

#### Fall Semester
- **NG520A** Community Health Nursing: Promoting the Health of Populations: 2 credits
- **NG520B** Community Health Clinical Practice: 2 credits
- **NG521** Transition to Professional Practice I: 1 credit
- **N/NG601** Theory and Research for Advanced Practice Nursing I: 3 credits
- **N/NG603A** Societal Forces For Advanced Practice Nursing: 3 credits
- **N/NG613** Advanced Pathophysiology: 3 credits

#### Spring Semester
- **NG522** Transition to Professional Practice II: 1 credit
- **N/NG602** Theory and Research for Advanced Practice Nursing II: 3 credits
- **N/NG603B** Community Service Learning Practicum: 2 credits
- **N/NG614** Advanced Pharmacotherapeutics: 3 credits
- **N/NG615A** Advanced Health Assessment: 3 credits
- **N/NG615B** Advanced Health Assessment Practicum: 1 credit

#### Summer Semester
- **Elective** 3 credits

### Year Three

#### Fall Semester
- **NG660A** Advanced Nursing Science: Family Primary Care Nurse Practitioner Theory I: 8 credits
- **NG660B** Advanced Nursing Science: Family Primary Care Nurse Practitioner Clinical Practicum I: 4 credits

#### Spring Semester
- **NG661A** Advanced Nursing Science: Family Primary Care Nurse Practitioner Theory II: 8 credits
- **NG661B** Advanced Nursing Science: Family Primary Care Nurse Practitioner Clinical Practicum II: 4 credits

**Total Academic Credits:** 103 credits
### GEP Nurse Educator Specialty

#### GEP Year One Pre-licensure

**Fall Semester**
- NG510 Concepts in Professional Nursing 2 credits
- NG511 Biomedical Sciences I 5 credits
- NG513 Health Assessment and Skills I 2 credits
- NG516A Nursing I: Care of Persons with Acute and Chronic Conditions 5 credits
- NG516B Nursing I: Clinical Care of Persons with Acute and Chronic Conditions 5 credits

**Spring Semester**
- NG512 Biomedical Sciences II 3 credits
- NG514 Health Assessment and Skills II 1 credit
- NG517A Nursing II: Care of Persons with Acute and Chronic Conditions 5 credits
- NG517B Nursing II: Clinical Care of Persons with Acute and Chronic Conditions 3 credits
- NG518A Nursing III: Care of the Childbearing and Child Rearing Family 5 credits
- NG518B Nursing III: Clinical Care of the Childbearing and Child Rearing Family 3 credits

**Summer Semester**
- NG519A Nursing IV: Clinical Capstone: Leadership and Management 3 credits
- NG519B Nursing IV: Clinical Capstone: Internship 7 credits

**Pre-licensure Credits** 49 credits

#### GEP Year Two

**Fall Semester**
- NG520A Community Health Nursing: Promoting the Health of Populations 2 credits
- NG520B Community Health Clinical Practice 2 credits
- NG521 Transition to Professional Practice I 1 credit
- N/NG601 Theory and Research for Advanced Practice Nursing I 3 credits
- N/NG603A Societal Forces For Advanced Practice Nursing 3 credits
- N/NG613 Advanced Pathophysiology 3 credits
- *N/NG620 Advanced Nursing Science: Teaching and Curriculum Development for Nurse Educators 3 credits

**Spring Semester**
- NG522 Transition to Professional Practice II 1 credit
- N/NG602 Theory and Research for Advanced Practice Nursing II 3 credits
- N/NG603B Community Service Learning Practicum 2 credits
- N/NG614 Advanced Pharmacotherapeutics 3 credits
- *Can be taken either fall or spring semester

**Summer Semester**
- N/NG615A Advanced Health Assessment 3 credits
- N/NG615B Advanced Health Assessment Practicum 1 credit

**Year Three**

**Fall Semester**
- N/NG621A Advanced Nursing Science: Adult Care Theory for Nurse Educators 4 credits
- N/NG621B Advanced Nursing Science: Clinical Practice for Nurse Educators 3 credits
- N/NG622 Advanced Nursing Science: Advanced Instructional Methods for Nurse Educators 2 credits

**Spring Semester**
- N/NG623 Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators 3 credits
- N/NG624 Advanced Nursing Science: Systems Leadership for Nurse Educators 3 credits
- N/NG625B Advanced Nursing Science: Teaching Practicum for Nurse Educators 3 credits

**Total Academic Credits** 97 credits
Admission to the Graduate Entry Pathway

Admission to the Graduate School of Nursing is granted by the faculty. Students who wish to be considered for Master of Science or doctoral degrees must submit their applications and supporting materials to the University of Massachusetts Worcester, Graduate School of Nursing, 55 Lake Avenue North, Worcester, Massachusetts, 01655.

The GSN has rolling admissions: applications are considered as soon as they are complete. Once an application is initially reviewed, the GSN will schedule an interview if the applicant is qualified. The completed application and interview evaluation are then reviewed by the Academic Standards and Admissions Committee. Applicants are reviewed individually on the basis of previous academic achievement, Graduate Record Examination (GRE) scores, professional experience and personal attributes. Each application is reviewed to determine whether prerequisites have been met for acceptance into the Master of Science program.

Applicants to the GEP who are interested in the Bachelor’s to PhD in Nursing Pathway apply for admission to GEP. Early in their GEP studies, they apply to the Bachelor’s to PhD Pathway. See PhD Program, Bachelor’s to PhD Pathway for information about admission to the PhD program.

Application
Please visit the GSN home page at www.umassmed.edu/gsn/index.aspx for a link to a printable application form.

Applications to the GEP into the Master of Science program will be considered when all of the following have been received:
- completed application form, including:
  - a clear personal statement of professional goals related to specialty of choice; and
  - three short essays (see application form);
- non-refundable application fee made payable to the University of Massachusetts;
- official transcripts of college graduation from an accredited institution and all other colleges and universities attended, including prerequisite courses if taken outside of a degree program;
- official report of GRE scores from tests taken within the last five years; and
- three letters of recommendation from people with whom the applicant has been in contact within the last five years:
  - two letters must be academic references from persons with advanced degrees; and
  - one must be a work-related reference from a person who has been in a position to evaluate the applicant’s work performance.

Qualified applicants will be admitted on a space-available basis.

“I was excited to learn of the program because few have the nurse educator track, and none of those that do have the reputation of the GSN.”

Patrick Griswold, MEd
GEP Year Three student

With a bachelor’s degree in psychology, a master’s in counseling psychology, and a 20-year career as a mental health and substance abuse clinician, the GEP nurse educator track was the perfect choice for Griswold to acquire the nursing knowledge he considers essential to further expand his horizons. “The caliber of GSN students’ academic and clinical work is amazing, and I appreciate the support I’ve received from the faculty.”
Prerequisites
Applicants must have:
- A minimal grade of C or better in the following courses within the last five years:
  - two courses in anatomy and physiology with lab;
  - one course in microbiology with lab;
  - two courses in the social sciences (examples: Introduction to Sociology and Psychology);
  - one college-level statistics course;
- current CPR Certification for Health Providers (BLS) by the American Heart Association;
- computer competence at the user level, including disk and file management and word processing; and
- proficiency in reading and writing in the English language. Applicants whose native language is not English must supply their Test of English as a Foreign Language (TOEFL) results.

Financial Aid
See Financial Aid and www.umassmed.edu/financialaid.aspx for complete information.

Academic Policies and Procedures
Selected policies that may be of particular interest to GEP applicants appear here. For a full description of GSN policies, please view the GSN Student Handbook at www.umassmed.edu/gsn/current_students/index.aspx.

Completed CORI
Students will be required to submit evidence of a Criminal Offense Record Investigation (CORI) for full acceptance and entry into all programs.

Continuous Enrollment
Students are required to maintain continuous enrollment each semester (fall, spring) until the program is complete. Failure to be properly enrolled will result in the student being administratively withdrawn from the program.

Statute of Limitations
The statute of limitations is the period within which all degree requirements must be completed. All GSN master’s students have five years to earn the Master of Science degree. Master’s students may be granted additional time to complete their degrees by requesting an extension. Such a request may be approved if satisfactory and reasonable progress is made toward completing the master’s degree.

Maximum Credit Load
The GSN expects that students in the GEP component of the Master of Science program are enrolled full time. The credit load of the GEP in the pre-licensure Year One is as follows: 19 credits for the fall semester; 20 credits for the spring semester; and 10 credits for the summer session. Students may not take any more or any fewer credits during this time.

In the fall semester of Year Two, GEP students are expected to take a full-credit load, which is a maximum of 15 credits. During the spring semester of Year Two and the fall semester of Year Three, students may register for up to 12 credits each semester. Students who wish to register for an alternative credit load (taking more or less than the maximum credit load) during Years Two and Three must secure written permission from their faculty advisors and course coordinators/program directors.

Transfer of Credits
The GSN will not accept transfer credits from other nursing programs for applicants to the GEP. All three years of the pathway are designed to be taken at the GSN.
Although the Pre-master’s Pathway does not grant a bachelor’s degree in nursing, it can enable students who are nurses with other degrees to meet the criteria for admission into the Master of Science program. The Pre-master’s Pathway does not assign credit equivalencies to the prerequisite coursework because this pathway does not grant a bachelor’s degree in nursing. Instead, the Pre-master’s Pathway grants exemptions for the specific Master of Science program admission requirement of a bachelor’s degree in nursing.

See the Master of Science in Nursing Program for further information about the program’s curriculum, outcomes, specialties and subspecialties, course sequences, admissions, and selected policies and procedures.

See Course Descriptions for detailed information about GSN courses.

**Admission to the Pre-master’s Pathway**

Admission to the Graduate School of Nursing (GSN) is granted by the faculty. Students who wish to be considered for Master of Science or doctoral degrees must submit their applications and supporting materials to:

- The University of Massachusetts Worcester
- Graduate School of Nursing,
- 55 Lake Avenue North
- Worcester, Massachusetts, 01655

The GSN has rolling admissions: applications are considered as soon as they are complete. Once an application is initially reviewed, the GSN will schedule interview if the applicant is qualified. The completed application and interview evaluation are then reviewed by the Academic Standards and Admissions Committee. Applicants are reviewed individually on the basis of previous academic achievement, Graduate Record Examination (GRE) scores, professional experience and personal attributes. Each application is reviewed to determine whether prerequisites have been met for acceptance into the Master of Science program.
Application

Please visit the GSN home page at www.umassmed.edu/gsn/index.aspx for a link to a printable Pre-master’s Pathway application form.

Applications to the Pre-master’s Pathway into the Master of Science program will be considered when all of the following have been received:

- completed application form, including:
  - a clear personal statement of professional goals related to specialty of choice; and
  - three short essays
    - see application form;
- non-refundable application fee made payable to the University of Massachusetts;
- official transcripts of college graduation from an accredited institution and all other colleges and universities attended, including prerequisite courses if taken outside of a degree program;
- evidence of an associate’s degree or diploma in nursing (NLNAC accredited) and a bachelor’s degree or higher degree in a field other than nursing from an accredited institution;
- official report of GRE scores from tests taken within last five years; and
- three letters of recommendation from people with whom the applicant has been in contact within the last five years:
  - at least one letter of reference must be from a professional nurse who has been recently responsible for evaluating the applicant’s professional nursing practice;
  - a second letter of reference must be an academic reference from a person with an advanced degree; and
  - the third letter should be a professional letter of reference related to academic, work or volunteer activities.

Qualified applicants will be admitted on a space-available basis.

Prerequisites

The applicant must have:

- an unrestricted Massachusetts license as a registered nurse with a degree earned from a program accredited by the National League for Nursing Accrediting Commission (NLNAC);
- an undergraduate grade point average of 3.0 (B) or better;
- completed undergraduate courses in:
  - professional nursing leadership, health assessment and concepts/practice in community health;
  - statistics (with a grade of C or better);
  - current CPR Certification for Health Providers (BLS) by the American Heart Association;
  - computer competence at the user level, including disk and file management and word processing; and
- proficiency in reading and writing in the English language. Applicants whose native language is not English must supply their Test of English as a Foreign Language (TOEFL) results.

Applications may have to submit course syllabi for evaluation upon request.

Academic Policies and Procedures

Selected policies that may be of particular interest to Master of Science applicants appear below. For a full description of GSN policies, please view the GSN Student Handbook at www.umassmed.edu/gsn/current_students/index.aspx.

Completed CORI

Students will be required to submit evidence of a Criminal Offense Record Investigation (CORI) for full acceptance, entry and continued enrollment.

Continuous Enrollment

Students are required to maintain continuous enrollment each semester (fall, spring) until the program is complete.

Failure to be properly enrolled will result in the student being administratively withdrawn from the program.

Statute of Limitations

The statute of limitations is the period within which all degree requirements must be completed. All GSN master’s students have five years to earn the Master of Science degree. Master’s students may be granted additional time to complete their degrees by requesting an extension. Such a request may be approved if satisfactory and reasonable progress is made toward completing the master’s degree.

Maximum Credit Load

A graduate student in the traditional master’s pathway may register for up to 12 credits each semester. Students who wish to register for more than the maximum credit load must secure written permission from their faculty advisors.

Transfer of Credits

Up to nine graduate credits from other institutions may be transferred with the permission of the faculty advisor for the Master of Science program. Transfer courses must have been taken within the last five years and a grade of B or better received. All transfer courses that met regularly for one semester will be converted to three credits. The student receives credit for transfer courses, but the grades are not calculated in the University of Massachusetts GPA.

RN Licensure

All matriculated graduate nursing students, with the exception of GEP students in their pre-licensure year, must have a current unrestricted Massachusetts RN license and a current unrestricted license in the state where they will perform their practicum. Proof of licensure is required upon application to the Graduate School of Nursing.
The Post-master’s Certificate Program is designed for individuals who have previously acquired their master’s degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Collegiate Commission on Nursing Education. The Post-master’s Certificate Pathway allows nurses with master’s degrees to expand their nursing competencies in the graduate nursing specialties in order to become adult acute/critical care nurse practitioners, adult primary care nurse practitioners, dual track gerontological nurse practitioners, gerontological nurse practitioners and nurse educators.

Post-master’s Certificate Nurse Practitioner Specialties

**Adult Primary Care Nurse Practitioner Certificate**

This post-master’s certificate option is an 18- to 28-credit program designed to meet the needs of the master’s-prepared nurse who desires formal education and clinical training in adult primary care in order to become eligible to sit for certification and advanced practice licensure as an adult nurse practitioner. The plan of study includes all clinically related courses in the existing ANP curriculum (e.g., N/NG630A and B, N/NG631A and B) along with required advanced practice core courses (e.g., N/NG613, N/NG614 and N/NG615A and B). Similar advanced practice core course content may be demonstrated in the student’s previous master’s program.

**Adult Acute/Critical Care Nurse Practitioner Certificate**

This post-master’s certificate option is an 18- to 28-credit program designed to meet the needs of the master’s-prepared nurse who desires formal education and clinical training in acute care in order to become eligible to sit for certification and advanced practice licensure as an acute care nurse practitioner. The plan of study includes all clinically related courses in the Master of Science curriculum (e.g., N/NG640A and B, N/NG641A and B) along with required advanced practice core courses (e.g., N/NG613, N/NG614 and N/NG615A and B). Similar advanced practice core course content may be demonstrated in the student’s previous master’s program.

**Adult Primary Care or Adult Acute/Critical Care Nurse Practitioner Dual Track with Gerontological Nurse Practitioner Certificate**

This post-master’s certificate option is a 27- to 37-credit program designed to meet the needs of the master’s-prepared nurse who desires formal education and clinical training as either an Adult Primary Care Nurse Practitioner (ANP) or Acute/Critical Care Nurse Practitioner (ACNP) student to pursue a program of study in caring for older adults. All gerontological students complete the same courses as ACNP or ANP students with additional focus on the older adult population through support courses and clinical practice.

Graduates of this specialty are eligible to take the Gerontological Nurse Practitioner certification examination and either the...
Acute Care Nurse Practitioner or the Adult Nurse Practitioner certification examination.

The plan of study includes all clinically related courses in the existing ANP or ACNP curriculum (e.g., N/NG630A and B and N/NG631A and B, or N/NG640A and B and N/NG641A and B) along with required advanced practice core courses (e.g., N/NG613, N/NG614 and N/NG615A and B). Required gerontological specialty coursework includes N/NG685, N/NG650A and B and N/NG651A and B.

Gerontological Nurse Practitioner Certificate

This post-master’s certificate option is a 9-credit program (minimum) designed to meet the needs of a nurse who is already certified as a nurse practitioner. The option focuses on the older adult population through support courses and clinical practice. Required gerontological specialty coursework includes N/NG685, N/NG650A and B and N/NG651A and B.

See Course Descriptions for detailed information about GSN courses.

Admission to the Post-master’s Certificate Program

Admission to the Graduate School of Nursing (GSN) is granted by the faculty. Students who wish to be considered for post-master’s certificates must submit their applications and supporting materials to the University of Massachusetts Worcester, Graduate School of Nursing, 55 Lake Avenue North, Worcester, Massachusetts, 01655.

The GSN has rolling admissions: applications are considered as soon as they are complete. Once an application is initially reviewed, the GSN will schedule an interview if the applicant is qualified. The completed application and interview evaluation are then reviewed by the Academic Standards and Admissions Committee. Applicants are reviewed individually on the basis of previous academic achievement, professional experience and personal attributes. Each application is reviewed to determine whether prerequisites have been met for acceptance into the Post-master’s Certificate program.

Application

Please visit the GSN home page at www.umassmed.edu/gsn/index.aspx for a link to a printable application form.

Applications to the Post-master’s Certificate program will be considered when all of the following have been received:

- completed application form, including:
  - a clear personal statement of professional goals related to specialty of choice; and
  - three short essays (see application form);
- non-refundable application fee made payable to the University of Massachusetts;
- official transcripts of college graduation from an accredited institution and all other colleges and universities attended, including prerequisite courses if taken outside of a degree program;
- three letters of recommendation from people with whom the applicant has been in contact within the last five years:
  - at least one letter of reference must be from a professional nurse who has been recently responsible for evaluating the applicant’s professional nursing practice;
  - a second letter of reference must be an academic reference from a person with an advanced degree; and
  - the third letter should be a professional letter of reference related to academic, work or volunteer activities.

Qualified applicants will be admitted on a space-available basis.

Prerequisites for the Post-master’s Certificate Program

The applicant must have:

- an unrestricted Massachusetts license as a registered nurse;
- a master’s degree in nursing from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Collegiate Commission on Nursing Education (CCNE). The applicant is not required to take or repeat the GRE examination.
- a post-graduate grade point average of 3.0 (B) or better;
- completed undergraduate courses in:
  - professional nursing leadership, health assessment and concepts/practice in community health;
  - statistics (with a grade of C or better);
- demonstrated competency in advanced health assessment through successful completion of clinical performance examination or enrollment in NG615;
- current CPR Certification for Health Providers (BLS) by the American Heart Association;
- computer competence at the user level, including disk and file management and word processing; and
- proficiency in reading and writing in the English language. Applicants whose native language is not English must supply their Test of English as a Foreign Language (TOEFL) results.

Post-master’s Certificate Program Tuition and Fees

See Tuition and Fees and www.umassmed.edu/gsn/tuition.aspx for further information.

Financial Aid

See Financial Aid and www.umassmed.edu/financialaid.aspx for further information.
Academic Policies and Procedures

Selected policies that may be of particular interest to post-master's certificate applicants appear below. For a full description of GSN policies, please view the GSN Student Handbook at www.umassmed.edu/gsn/current_students/index.aspx.

Completed CORI
Students will be required to submit evidence of a Criminal Offense Record Investigation (CORI) for full acceptance, entry and continued enrollment.

Continuous Enrollment
Students are required to maintain continuous enrollment each semester (fall, spring) until the program is complete. Failure to be properly enrolled will result in the student being administratively withdrawn from the program.

RN Licensure
All post-master's certificate students must have a current unrestricted Massachusetts RN license and a current unrestricted license in the state where they will perform their practicum. Proof of licensure is required upon application to the Graduate School of Nursing.

Nurse Educator Post-master's Certificate from UMassOnline (UMOL)

Available to GSN students via UMassOnline, this post-master’s certificate option for nurse educators is an 11-credit program designed to meet the needs of the master’s-prepared nurse who desires formal education and teaching skills and strategies that address student, program and patient outcomes as well as leadership skills to improve health care. Courses can be taken on a full- or part-time basis. Complete information on the GSN’s Post-master’s Nurse Educator Certificate Program is available at www.umassonline.net/degrees/Blended-Certificate-Post-Master-Nurse-Educator.cfm

Admission to the Post-master’s Nurse Educator Certificate Program at UMOL
In addition to submitting the application and meeting the prerequisites listed below for the GSN Post-master’s Certificate Program, applicants to the Nurse Educator Post-master’s Certificate Program at

UMassOnline must also submit:
- a current resume including work experience, education, professional activities, and publications of scholarly writing;
- evidence of an unrestricted license as a registered nurse in the state in which the student will complete the clinical component of the program;
- a notarized Criminal Background Check if residing outside the state of Massachusetts; and
- a copy of a current driver’s license or other government issued picture identification.

In addition to GSN Tuition and Fees:
Application Fee: $60.00
Fee per credit: $475.00*
*Subject to change based on UMOL fees

Full Time Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>UMOL N620-ANS</td>
<td>Teaching and Curriculum Development for Nurse Educators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>UMOL N622-ANS</td>
<td>Advanced Instructional Methods for Nurse Educators</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>UMOL N623-ANS</td>
<td>Identifying and Measuring Outcomes for Nurse Educators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>UMOL N625B-ANS</td>
<td>Teaching Practicum for Nurse Educators</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>
Doctor of Nursing Practice Program

The Doctor of Nursing Practice (DNP) program, established in 2008, is designed to prepare graduates in advanced practice nursing specialties for careers in clinical practice with diverse populations, organizational and systems leadership in health care systems, and clinical nursing education. The program produces advanced practice nurses with the skills to apply principles of population health outcomes and evidence-based practice for improvement and transformation of patient care to clinical situations as interprofessional team members. Graduates are leaders with expert knowledge of practice and administration who will lead and improve nursing practice in Worcester, the commonwealth and beyond.

DNP Summary of Study

The DNP program admits students with a master’s degree in nursing as either nurse practitioners or nurse administrators. The program of study focuses on theory courses and residency experiences and represents a 40-credit curriculum: 22 credits of core courses including epidemiology, informatics, health policy, organizational systems, research and theory; and 18 specialty credits including residency courses, capstone project courses and electives. Students are also required to successfully complete a professional portfolio. The DNP pathway is an academically challenging one; therefore, full-time employment while in the program is not recommended.

There are two tracks in the DNP program:
- the Nurse Practitioner Track, and
- the Nurse Administrator Track.

Nurse Practitioner Track

The students in the Nurse Practitioner Track are certified as adult primary care nurse practitioners, adult acute care nurse practitioners, family nurse practitioners, gerontological nurse practitioners, pediatric nurse practitioners and women's health care nurse practitioners. Consistent with the outcomes of the DNP program and upon completion of this track, graduates synthesize principles of population health, finance, health policy, informatics, and organizational leadership to lead and transform health care as a nurse practitioner with a practice doctorate. They collaborate as members of interprofessional teams in the management of patients with complex health problems using an evidence-based approach. The graduates translate research findings to clinical practice to enhance the quality of health care and patient outcomes. They will assume positions in health care systems to lead and improve nursing practice as nurse practitioners with a practice doctorate.
The curriculum of the Nurse Practitioner Track provides students with advanced practice nursing leadership experiences. The core and specialty courses meet the standards established by the American Association of Colleges of Nursing for practice-focused doctoral programs in nursing. The Nurse Practitioner Track also adheres to the competencies established by the National Organization of Nurse Practitioner Faculties for advanced practice nurses with the DNP. A strong focus is on interprofessional partnerships with the UMW School of Medicine and Graduate School of Biomedical Sciences, Commonwealth Medicine, UMass Correctional Health, UMass Memorial Health Care and the greater Central Massachusetts community.

Nurse Administrator Track
Students in the Nurse Administrator Track are nurse administrators in health care systems. Consistent with the outcomes of the DNP program and upon completion of this track, graduates synthesize principles of population health, finance, health policy, informatics and organizational leadership to lead and transform health care as nurse administrators with a practice doctorate. They collaborate as members of interprofessional teams to manage nursing services that deliver care to patients using an evidence-based approach. Graduates translate research findings to clinical practice to enhance the quality of health care and patient outcomes through nursing services administration. They will assume positions in health care systems to lead and improve nursing practice as nurse administrators with a practice doctorate.

The curriculum of the Nurse Administrator Track provides students with nursing leadership experiences. The core and specialty courses meet the standards established by the American Association of Colleges of Nursing for practice-focused doctoral programs in nursing. The Nurse Administrator Track adheres to the competencies and standards identified by the American Organization of Nurse Executives and the American Nurses Association for nursing administration. A strong focus is on interprofessional partnerships with the UMW School of Medicine and Graduate School of Biomedical Sciences, Commonwealth Medicine, UMass Correctional Health, UMass Memorial Health Care and the greater Central Massachusetts community.

DNP Residency
The focus of the DNP residency courses is the development and refinement of leadership skills. Experiences enhance each student’s ability to apply theories, standards of practice and evidence-based research findings to the care of increasingly complex patients, leading to improved practice and health care delivery. Each student works with his/her faculty advisor to select a residency practicum site that facilitates the development of leadership skills and completion of the capstone project.

DNP Capstone Project
Each DNP student is required to develop, implement, and evaluate a capstone project that translates research into practice. No student is exempt from this requirement. The capstone project includes three courses or six credits for the development, implementation and evaluation of the project. The student conducts the capstone project under the mentorship of his/her faculty advisor. Each student is expected to complete an oral presentation of the capstone project and to submit a scholarly paper to a peer-reviewed journal.

Professional DNP Portfolio
The focus of the professional DNP portfolio is to demonstrate the attainment of the DNP competencies established by the National Organization of Nurse Practitioner Faculties or the American Organization of Nurse Executives through formative and summative documentation. Each student must successfully meet the requirements of their professional portfolio prior to completing the DNP program.

Subspecialties
DNP students are eligible to enroll in one of the following subspecialties:

- Genetics Care
- Nurse Educator
- Quality and Patient Safety
**Genetics Care**

The Genetics Care subspecialty prepares nurses for advanced practice roles across the continuum of care with an understanding of the underlying genetic components in etiology and inheritance of some cardiovascular disorders, neurological disorders, and cancer. The subspecialty will also help in promoting strategies for ameliorating the effect of genomic influences within appropriate ethical, racial and cultural constraints.

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Genetics and Genomics for the Health Professions</td>
<td>3 cr</td>
</tr>
<tr>
<td>Applied Genomics for the Health Professions</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Nurse Educator**

The Nurse Educator subspecialty prepares nurses for advanced practice roles in faculty or staff development, providing an opportunity to acquire teaching skills and strategies that address student, program, and patient outcomes as well as leadership skills to improve health care.

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Nursing Science: Teaching and Curriculum Development for Nurse Educators</td>
<td>3 cr</td>
</tr>
<tr>
<td>Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

“After looking at many graduate programs, I was most impressed with the faculty and the emphasis on clinical training at UMass Worcester.”

**Sean Collins, PhD**

Assistant professor of nursing

Research interests in health issues of deployed military and treating chronic illnesses

A military reservist who has served multiple deployments to Iraq, Dr. Collins came aboard as a faculty member for the doctoral programs after completing his PhD at UMass Worcester, where he also earned his MS and post-master’s certificate. “Stimulating and challenging coursework leaves graduates well-prepared for success in any setting.”
## Doctor of Nursing Practice Course Sequences

See Course Descriptions for more information about DNP courses.

### Doctor of Nursing Practice Nurse Practitioner Track

#### Year One

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N702</td>
<td>Research and Theory for the Doctor of Nursing Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>N704</td>
<td>Principles of Epidemiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>N707</td>
<td>Biomedical Informatics</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N705</td>
<td>Trends Influencing the Doctor of Nursing Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>N706</td>
<td>Health Policy for Health Care Professionals</td>
<td>3 credits</td>
</tr>
<tr>
<td>N815</td>
<td>Statistical Analysis of Data</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N708</td>
<td>Organizational Systems and Health Care Financing</td>
<td>4 credits</td>
</tr>
<tr>
<td>N709</td>
<td>DNP Capstone Project Prospectus</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

#### Year Two

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N770</td>
<td>DNP Residency I</td>
<td>3 credits</td>
</tr>
<tr>
<td>N772</td>
<td>DNP Capstone Project I</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N771</td>
<td>DNP Residency II</td>
<td>3 credits</td>
</tr>
<tr>
<td>N773</td>
<td>DNP Capstone Project II</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Total Academic Credits

| Total Academic Credits | 40 credits |

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Doctor of Nursing Practice Course Sequences

### Doctor of Nursing Practice Nurse Administrator Track

#### Year One

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Research and Theory for the Doctor of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Biomedical Informatics</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Trends Influencing the Doctor of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Health Policy for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Statistical Analysis of Data</td>
<td>3</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>Organizational Systems and Health Care Financing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DNP Capstone Project Prospectus</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Year Two

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>DNP Residency I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DNP Capstone Project I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Quality and Patient Safety: Competencies, Strategies, and Methodologies for the APN</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>DNP Residency II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DNP Capstone Project II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Quality and Patient Safety in Health Care Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Academic Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
</tr>
</tbody>
</table>
Quality and Patient Safety (only available as a subspecialty to DNP students in the Nurse Practitioner Track; these courses are required for students in the Nurse Administrator Track)

The Quality and Patient Safety subspecialty prepares nurses for advanced practice roles in health care organizations using the Quality and Patient Safety Education for Nurses (QSEN) competencies. The subspecialty addresses the role of the DNP in leading quality and patient safety initiatives.

Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality and Patient Safety: Competencies, Strategies, and Methodologies for the APN</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quality and Patient Safety in Health Care Organizations</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Admission to the Doctor of Nursing Practice Program

Admission to the Graduate School of Nursing is granted by the faculty. Students who wish to be considered for Master of Science or doctoral degrees must submit their applications and supporting materials to the University of Massachusetts Worcester, Graduate School of Nursing, 55 Lake Avenue North, Worcester, Massachusetts, 01655.

Admission to the DNP program is based on an overall appraisal of the applicant’s ability to undertake doctoral study and of his or her potential contributions to leadership in advanced nursing practice. The GSN has rolling admissions: applications are considered as soon as they are complete. Once an application is initially reviewed, the GSN will schedule an interview if the applicant is qualified. The completed application and interview evaluation are then reviewed by the faculty.
Academic Standards and Admissions Committee. Applicants are reviewed individually on the basis of previous academic achievement, Graduate Record Examination (GRE) scores, professional experience and personal attributes. Each application is reviewed to determine whether prerequisites have been met for acceptance into the Doctor of Nursing Practice program.

Application
Please visit www.umassmed.edu/uploadedFiles/gsn/Admissions/DNP_Application_Form.pdf for a printable DNP application form.

Applications to the DNP program will be considered when all of the following have been received:

- completed application form, including two personal statements:
  - one addressing goals of study; and
  - a second addressing a residency and capstone project focus that is congruent with that of a faculty member;
- non-refundable application fee made payable to the University of Massachusetts;
- official transcripts from all colleges and universities attended;
- three letters of recommendation from people with whom the applicant has been in contact within the last five years:
  - one from a recent supervisor who can evaluate advanced practice nursing employment experience; and
  - two academic references;
- current resume including work experience, education, professional activities, and publications of scholarly writing;
- one example of scholarly writing (i.e., publication, scholarly paper);
- professional advanced practice nursing portfolio that demonstrates:
  - for the Nurse Practitioner track, attainment of NONPF competencies in the area of nurse practitioner specialization; or
  - for the Nurse Administrator track, attainment of the nurse executive competencies established by the American Organization of Nurse Executives.
- current CPR Certification for Health Providers (BLS) by the American Heart Association;
- computer competence at the user level, including disk and file management and word processing; and
- proficiency in reading and writing in the English language. Applicants whose native language is not English must supply their Test of English as a Foreign Language (TOEFL) results.

Prerequisites for the Doctor of Nursing Practice Program
Applicants must have:

- evidence of unrestricted Massachusetts licensure as a registered nurse and/or nurse practitioner;
- master’s degree in nursing from a program accredited by National League of Nursing Accrediting Commission (NLNAC), or the Commission on Collegiate Nursing Education (CCN) or related field (Nurse Administrator Track only);
- a GPA of 3.0 or better in the baccalaureate program and/or certificate of completion program;
- a GPA of 3.2 or better in the Master of Science in Nursing program or Master of Nursing Program;
- advanced practice nursing certification as
  - an adult nurse practitioner, adult acute care nurse practitioner, family nurse practitioner, gerontological nurse practitioner, pediatric nurse practitioner or women’s health nurse practitioner; and/or
  - a nurse manager or nurse executive (recommended, but not required, for nurse administrator applicants);
- acceptable verbal and quantitative scores on the GRE (a combined total of at least 1,000 is preferred);
Tuition and Fees
See Tuition and Fees and www.umassmed.edu/gsn/tuition.aspx for complete information.

Financial Aid
See Financial Aid and www.umassmed.edu/financialaid.aspx for complete information.

Academic Policies and Procedures
Selected policies that may be of particular interest to DNP applicants appear below. For a full description of GSN policies, please view the GSN Student Handbook at www.umassmed.edu/gsn/current_students/index.aspx.

Completed CORI
Students will be required to submit evidence of a Criminal Offense Record Investigation (CORI) for full acceptance, entry and continued enrollment.

Continuous Enrollment
Students are required to maintain continuous enrollment each semester (fall, spring) until the program is complete. Failure to be properly enrolled will result in the student being administratively withdrawn from the program.

Statute of Limitations
The statute of limitations is the period within which all degree requirements must be completed. All students have five years to earn the Doctor of Nursing Practice degree. DNP students may be granted additional time to complete their degrees by requesting an extension. Such a request may be approved if satisfactory and reasonable progress is made toward completing the master’s degree.

Maximum Credit Load
A graduate student in the Doctor of Nursing Practice program may register for up to 12 credits each semester. Students who wish to register for more than the maximum credit load must secure written permission from their faculty advisors.

Transfer of Credits
Up to 10 credits prior to matriculation or six credits after matriculation from other institutions may be transferred with the permission of the faculty advisor for the Doctor of Nursing Practice program. Transfer courses must have been taken within the last five years and a grade of B or better received. All transfer courses that met regularly for one semester will be converted to three credits. The student receives credit for transfer courses, but the grades are not calculated in the University of Massachusetts GPA.

RN Licensure
All matriculated graduate nursing students, with the exception of GEP students in their pre-licensure year, must have a current unrestricted Massachusetts RN license and a current unrestricted license in the state where they will perform their practicum. Proof of licensure is required upon application to the Graduate School of Nursing.
The PhD in Nursing Program prepares nurse researchers for careers in the conduct of clinical and translational research within multidisciplinary settings, and nursing faculty for careers in teaching and research. In addition, the program develops nurse leaders with expert knowledge of complex health problems, who will lead and improve nursing practice in the commonwealth and beyond.

Summary of Study
The program is designed to provide intensive mentoring and research socialization of students throughout their course of study. The core and related coursework meet the standards established by the American Association of Colleges of Nursing (AACN) for research-focused PhD programs in nursing and outlined in the Indicators of Quality in Research-Focused Doctoral Programs in Nursing (www.aacn.nche.edu/Publications/positions/qualityindicators.htm). In addition, there is a strong focus on interprofessional partnerships with the UMass Worcester School of Medicine, Graduate School of Biomedical Sciences, Commonwealth Medicine, UMass Correctional Health, UMass Memorial Health Care and the greater Central Massachusetts community.

The PhD program consists of a minimum of 57 credit hours, including 12 credits in theory and knowledge of the discipline; 21 credits in research methods and statistics; 6 credits in electives; and 18 credits for dissertation. Students are also required to successfully complete a comprehensive examination, dissertation proposal defense, and defense of the completed dissertation.

Pathways to the PhD in Nursing degree
The GSN offers two pathways to the PhD:
- the Bachelor’s to PhD Pathway admits students who are registered nurses with a bachelor’s degree, or who have completed the first year of the GSN’s Graduate Entry Pathway Program; and
- the Master’s to PhD Pathway admits students with an earned master’s degree and recent experience in advanced practice nursing.

Bachelor’s to PhD Pathway
The purpose of the Bachelor’s to PhD Pathway is to accelerate the research careers of nurse scientists. The pathway offers an opportunity for enrolled students to complete the PhD in Nursing in a period of four to six years. Graduates are expected to develop independent programs of research and will receive a PhD in Nursing degree. There is no master’s degree offered through this program. Students interested in a clinically focused career are not candidates for this option.

The Bachelor’s to PhD Pathway is open to registered nurses with bachelor’s degrees and to students who have completed the first year in the GSN’s Graduate Entry Pathway Program. Students are required to complete 77 credits post-baccalaureate: 59 credits of coursework (20 credits at the master’s level and 57 at the PhD level) and 18 credits for dissertation.
Master’s to PhD Pathway
The Master’s to PhD Pathway prepares nurses with a master’s degree for careers in the conduct of clinical and translational research within multidisciplinary settings, and as nursing faculty for careers in teaching and research.

The Master’s to PhD Pathway is open to registered nurses with a master’s degree in nursing or a related field. Students are required to complete a minimum of 57 credits of coursework including 18 dissertation credits.

Requirements for the comprehensive examination, doctoral dissertation, and continuous enrollment are the same for the Bachelor’s to PhD Pathway as for the Master’s to PhD Pathway. The course sequences vary by pathway.

Comprehensive Examination
All PhD students must pass the comprehensive examination when they have completed their coursework, before progressing to their dissertation research. The director of the PhD in Nursing Program will inform students when they have successfully passed the examination. At his or her discretion, the director of the PhD Program may permit students who fail the exam to retake it one time only.

Doctoral Dissertation
Candidates for the PhD degree must complete an acceptable dissertation. The dissertation qualifies for acceptance when it satisfies the following criteria:
• demonstrates the candidate’s intellectual competence;
• makes an original and valid contribution to nursing science; and
• represents an individual achievement and is the product of independent research.

Candidates conduct their dissertation research under the supervision of dissertation committees. All members of a dissertation committee must approve and sign off on a candidate’s dissertation proposal. Candidates then complete the dissertation research and schedule a final oral examination (defense of dissertation). Attendance at the final oral examination is open to the academic community. However, only the three members of the dissertation committee may cast a vote. A unanimous vote is required for the candidate to pass the final oral examination.

Dissertation Credits
All students must enroll for 18 dissertation credits. No student is exempt from this requirement. Normal tuition rates will apply.

“While the focus in the PhD program is on research, it always carries back to patients and how our research impacts them. Many faculty are practicing clinicians as well as educators.”

Melissa Tuomi, RN
Bachelor’s to PhD student

A maternity nurse with interests in nursing workforce and systems issues, Tuomi turned to the GSN to pursue her career goals while growing her family. “The GSN is preparing me for a career that will be both clinical and academic. In addition to continuing my research after graduation, I look forward to teaching and mentoring future nurse scientists.”
PhD in Nursing Program Course Sequences

See Course Descriptions for further information about PhD courses.

### Bachelor’s to PhD Pathway

#### Year One

**Fall Semester**
- N/NG603A Societal Forces for Advanced Practice Nursing 3 credits
- N/NG613 Advanced Pathophysiology 3 credits
- Clinical Subspecialty Elective 3 credits
- **GEP to PhD students will also take the following courses in the Fall of Year One:**
  - NG520A Community Health Nursing: Promoting the Health of Populations 2 credits
  - NG520B Community Health Clinical Practice 2 credits
  - NG521 Transition to Professional Practice I 1 credit

**Spring Semester**
- N/NG603B Community Service Learning Practicum 2 credits
- N/NG614 Advanced Pharmacotherapeutics 3 credits
- Clinical Subspecialty Course I 3 credits

**Summer Semester**
- Elective 3 credits

#### Year Two

**Fall Semester**
- N800 History and Philosophy of Nursing Science 3 credits
- N801 Qualitative Research Methods 3 credits
- Elective 3 credits

**Spring Semester**
- N802 Quantitative Research Methods 3 credits
- N803 Emerging Nursing Theories 3 credits
- N815 Statistical Analysis of Data 3 credits

**Summer Semester**
- N890 Advanced Statistics 3 credits

#### Year Three

**Fall Semester**
- N804 Measurement and Instrumentation in Clinical Research 3 credits
- N805 State of the Discipline 3 credits
- Elective 3 credits

**Spring Semester**
- N806 Advanced Nursing Research 3 credits
- N808 Critical Health Policy Issues Seminar 3 credits
- Advanced Method Elective 3 credits
- Comprehensive Examination 0 credits

**Summer Semester**
- N899 Dissertation Credits 6 credits
- N809 Dissertation Seminar 0 credits

#### Year Four

**Fall Semester**
- N899 Dissertation Credits 6 credits
- N809 Dissertation Seminar 0 credits

**Spring Semester**
- N899 Dissertation Credits 6 credits
- Final Oral Defense of Dissertation 0 credits

| Total Academic Credits (minimum) | 77 to 82 credits |
### Master’s to PhD Pathway

#### Year One

**Fall Semester**
- N800  History and Philosophy of Nursing Science  3 credits
- N801  Qualitative Research Methods  3 credits
- Elective  3 credits

**Spring Semester**
- N802  Quantitative Research Methods  3 credits
- N803  Emerging Nursing Theories  3 credits
- N815  Statistical Analysis of Data  3 credits

**Summer Semester**
- N890  Advanced Statistics  3 credits

#### Year Two

**Fall Semester**
- N804  Measurement and Instrumentation in Clinical Research  3 credits
- N805  State of the Discipline  3 credits
- Elective  3 credits

**Spring Semester**
- N806  Advanced Nursing Research  3 credits
- N808  Critical Health Policy Issues Seminar
  Advanced Method Elective
  Comprehensive Examination  0 credits

**Summer Semester**
- N899  Dissertation Credits  6 credits

#### Year Three

**Fall Semester**
- N899  Dissertation Credits  6 credits
- N809  Dissertation Seminar  0 credits

**Spring Semester**
- N899  Dissertation Credits  6 credits
  Final Oral Defense of Dissertation  0 credits

**Total Academic Credits (minimum)**

57 credits
Admission to the PhD in Nursing Program

Admission to the Graduate School of Nursing is granted by the faculty. Students who wish to be considered for Master of Science or doctoral degrees must submit their applications and supporting materials to the University of Massachusetts Worcester, Graduate School of Nursing, 55 Lake Avenue North, Worcester, Massachusetts, 01655.

Admission to the PhD in Nursing Program is based on the faculty’s overall appraisal of the applicant’s ability to undertake doctoral study and of his or her potential contributions to nursing science. Acceptable verbal and quantitative scores on the GRE (a combined total of at least 1,000 is preferred) and a GPA of 3.0 or better are required.

The GSN has rolling admissions: applications are considered as soon as they are complete. Once an application is initially reviewed, the GSN will schedule an interview if the applicant is qualified. The completed application and interview evaluation are then reviewed by the Academic Standards and Admissions Committee. Applicants are reviewed individually on the basis of previous academic achievement, Graduate Record Examination (GRE) scores, professional experience, research concentration match with faculty and personal attributes. Each application is reviewed to determine whether prerequisites have been met for acceptance into the PhD in Nursing Program.

“I want to share my expertise with students who choose to attend a state university. We provide high quality graduate education comparable to that of any private university.”

Susan Sullivan-Bolyai, DNSc, CNS, RN
Associate professor of nursing and pediatrics
Researching management of care for families of a child with Type 1 diabetes

Dr. Sullivan-Bolyai has worked in every region of the country with young children with chronic conditions and their families. “The health care professionals, educators and administrative staff at the GSN are a most exceptional group to work with and I am honored to be a part of the organization.”
Application to the Bachelor’s to PhD Pathway
Please visit the GSN home page at www.umassmed.edu/gsn/index.aspx for a link to a printable application form.

Applications to the PhD program will be considered when all of the following have been received:

• completed application form, including a clear personal statement demonstrating the goal of becoming a nurse scientist;
• non-refundable application fee made payable to the University of Massachusetts;
• official transcripts from all colleges and universities attended;
• evidence of licensure:
  - for students entering with a bachelor’s degree in nursing, evidence of current RN licensure is required on admission;
  - for students entering from the GSN’s GEP program, evidence of current RN licensure is required for progression from the first year of the GEP to the PhD Program;
• three academic letters of reference; and
• documentation of at least 500 clinical hours as a registered nurse either before enrollment or a written plan to complete these clinical hours concurrently with the PhD coursework.

Application to the Master’s to PhD Pathway
Please visit the Master’s to PhD Pathway admissions home page at http://www.umassmed.edu/uploadedfiles/gsn/admissions/phd_application_form.pdf for a printable application form.

Applications for the Master’s to PhD Pathway will be considered complete when all of the following have been received:

• completed application form;
• non-refundable application fee made payable to the University of Massachusetts;
• official transcripts from all colleges and universities attended;
• evidence of current, unrestricted licensure as a registered nurse;
• evidence of a master’s degree in nursing or related field (if the master’s degree is not in nursing, the applicant must demonstrate a history of recent advanced nursing experience, for example, through his or her resume, curriculum vitae, or letters of reference);
• three letters of recommendation:
  - one from a recent supervisor who can evaluate employment experience; and
  - two academic references;
• one example of scholarly writing (i.e., publication, scholarly paper);
• application statement (see application form);
• identification of a clinical research focus that is congruent with that of a faculty member; and
• participation in an admission interview.

Tuition and Fees
See Tuition and Fees and www.umassmed.edu/gsn/tuition.aspx for complete information.

Financial Aid
See Financial Aid and www.umassmed.edu/financialaid.aspx for complete information.

Completed CORI
Students will be required to submit evidence of a Criminal Offense Record Investigation (CORI) for full acceptance, entry and continued enrollment.

Continuous Enrollment
PhD students are required to maintain continuous enrollment each semester after course work is completed until graduation. After coursework, students may register for dissertation credits or pay the continuous program fee each semester. Failure to be properly enrolled will result in a student’s withdrawal from the program.

Statute of Limitations
The statute of limitations is the policy defining the period within which all degree requirements must be completed. A Master’s to PhD Pathway student has five years to earn the PhD degree. A Bachelor’s to PhD Pathway student has six years to earn the degree. A PhD student may be granted additional time to complete the degree, provided the Director of the PhD program recommends this to the GSN Dean, and provided the student is making satisfactory and reasonable progress on the dissertation.

Student Status
The PhD program is a full-time program. The PhD program does not offer part-time study. The number of credits taken by the student per semester varies depending upon the program and semester.
**Transfer of Credits**

Students seeking to transfer courses must submit transcripts demonstrating they completed the courses within the last five years and earned a grade of B or better. All transfer courses that met regularly for one semester will be converted to three credits. Students may receive credit for transfer courses, but the grades for transferred courses are not included in the University of Massachusetts GPA.

PhD students may transfer up to six graduate credits taken prior to matriculation or taken at institutions other than UMass Worcester, with the approval of the student’s faculty advisor and the PhD program director. The PhD program director and the student’s faculty advisor will evaluate courses from other UMass campuses for transfer on an individual basis. Any courses suggested for transfer must complement the student’s program of study.

**RN Licensure**

All matriculated graduate nursing students, with the exception of GEP students in their pre-licensure year, must have a current unrestricted RN license. Proof of licensure is required upon application to the Graduate School of Nursing.
Graduate Entry Pathway Courses

NG510 Concepts in Professional Nursing
This course introduces students to the basic concepts that are the foundation of professional nursing practice. Course content includes role and practice issues in professional nursing and health care: the health care continuum; the bio-psychosocial model of health; health prevention and promotion; legal, regulatory and ethical issues; critical thinking and evidence-based practice; practice guidelines and informatics; principles of teaching/learning; theories of the nurse-patient relationship; and the role of the professional nurse. 2 credits
Corequisites: NG511, NG513, and NG516A and B.

NG511 Biomedical Sciences I
Biomedical Sciences I is the first of two courses providing a review of human biochemistry, pathophysiology and pharmacology essential for nursing practice. This course focuses on the changes that occur in the human body when normal structure and/or function are altered by common conditions arising from the natural aging process, injury and disability, and when pharmacological interventions are implemented. 5 credits
Corequisites: NG510, NG513, and NG516A and B.

NG512 Biomedical Sciences II
Biomedical Sciences II is the second of two courses providing a review of human biochemistry, pathophysiology, pharmacology and nutrition essential for nursing practice. This course focuses on the changes that occur in the human body when normal structure and/or function are altered by common conditions arising from the natural aging process, disease, injury and disability, and when pharmacological and nutritional interventions are implemented. 3 credits
Corequisites: NG510, NG513, NG516A/B, Corequisites: NG514, NG517A and B, and NG518A and B.

NG513 Health Assessment and Skills I
This laboratory course is the first of two that focus on the competencies of technical clinical skills and health assessment necessary to provide safe, quality, patient-centered professional nursing care. 2 credits
Corequisites: NG510, NG511, and NG516A and B.

NG514 Health Assessment and Skills II
This laboratory course is the second of two courses that focus on the competencies of technical clinical skills and health assessment necessary to provide safe, quality, patient-centered professional nursing care. 1 credit
Corequisites: NG510, NG511, NG513, and NG516A and B. Corequisites: NG512, NG517A and B, and NG518A and B.

NG516A Nursing I: Care of Persons with Acute and Chronic Conditions
This is the classroom component of NG516B. This course introduces students to the values, knowledge and competencies that are the foundation of safe, skilled, professional and patient-centered nursing care for adults with acute and chronic medical-surgical conditions. The classroom component focuses on the expected presentation, process, and outcomes of selected health conditions in the adult population. 5 credits
Corequisites: NG510, NG511, NG513 and NG516B.

NG516B Nursing I: Clinical Care of Persons with Acute and Chronic Conditions
This is the clinical component of NG516B. Students will use critical thinking and effective communication skills to deliver safe, competent, professional and patient-centered nursing care to adults with acute and chronic medical-surgical conditions. Working with clinical faculty and other nursing colleagues, students will assess client needs and develop, implement and evaluate a plan of nursing care to meet expected client-centered outcomes. 5 credits
Corequisites: NG510, NG511, NG513 and NG516A.

NG517A Nursing II: Care of Persons with Acute and Chronic Conditions
This is the classroom component of NG517B. This course continues the introduction from NG516A of core concepts of acute and chronic conditions. Emphasis is placed on providing nursing care to individuals and families experiencing selected psychiatric, neurologic, oncologic, endocrine, sensory and orthopedic conditions. The impact of acute and chronic illness on adult developmental stages and transitions will be examined. 5 credits
Corequisites: NG510, NG511, NG513, and NG516A and B.

NG517B Nursing II: Clinical Care of Persons with Acute and Chronic Conditions
This course is the clinical component of NG517 and continues the focus of NG516B on the provision of patient-centered nursing care to individuals and families in hospital- and community-based settings who are experiencing selected psychiatric, neurologic, oncologic, endocrine, sensory and orthopedic conditions. 3 credits
Corequisites: NG510, NG511, NG513, and NG516A and B.

NG518A Nursing III: Care of the Childbearing and Child Rearing Family
This is the classroom component of NG518B. The course presents the values, knowledge and competencies that are the foundation of safe, skilled, professional and patient-centered nursing care of families experiencing normative childbearing and child rearing, and for children experiencing acute and chronic conditions. Emphasis is on all stages of pregnancy, and the experience of hospitalization and adaptation to chronic conditions for children. Life transitions related to childbearing and child rearing experiences will be analyzed. 5 credits
Corequisites: NG510, NG511, NG513, and NG516A and B.
NG518B Nursing III: Clinical Care of the Childbearing and Child Rearing Family
This course is the clinical component of NG518A. In this course, students will use critical thinking to make evidence-based clinical judgments for, and develop effective communication skills with, families experiencing normative childbearing and child rearing, and with children experiencing acute and chronic conditions. Working with nursing colleagues and other members of the interdisciplinary team, students will prioritize and provide nursing care in hospital settings.
3 credits Prerequisites: NG510, NG511, NG513, and NG516A and B. Corequisites: NG514, NG517A and B, NG518A.

NG519A Nursing IV: Clinical Capstone: Leadership and Management
This course focuses on the professional role of the nurse as a collaborator and leader with nursing colleagues and other members of the interprofessional health care team, in the context of complex health care systems. Topics include issues such as leadership, governance, delegation, risk management, case management, and policy issues related to the nursing role and economics of health care.
3 credits Prerequisites: NG510, NG511, NG513, and NG516A and B. Corequisites: NG514, NG517A and B, NG518A and B, and NG519B.

NG519B Nursing IV: Clinical Capstone: Clinical Internship
This clinical course focuses on the professional role of the nurse as a provider of care as part of the interprofessional health care team. Working one-on-one with a nurse preceptor approved by GSN nursing faculty, and with guidance from GSN nursing faculty, students integrate the values, knowledge and competencies of professional nursing into their practice as a manager and provider of safe, competent, patient-centered nursing care, and as a nursing colleague and member of an interprofessional health care team.
3 credits Prerequisites: NG510, NG511, NG513, and NG516A and B. Corequisites: NG514, NG517A and B, NG518A and B, and NG519A.

NG520A Community Health Nursing: Promoting the Health of Populations
This course focuses on the theoretical foundations for assessing and analyzing factors influencing the health of aggregates and populations. Emphasis will be placed on vulnerable populations living locally, nationally and globally. Epidemiologic, demographic, biostatistical, legislative, economic, environmental and international health factors will be explored to identify community-oriented strategies aimed at primary, secondary and tertiary levels of prevention.
2 credits Prerequisites: Completion of GEP Year One. Corequisites: NG520A and B, NG601, NG603 and NG613.

NG520B Community Health Clinical Practice
This is the clinical component of Community Health Nursing, designed to offer students the opportunity to apply the nursing process in planning and providing care to aggregates and populations so they may achieve optimum levels of functioning. The completion of a community assessment and development of community-oriented health promotion/disease prevention strategies targeting primary, secondary and/or tertiary levels of prevention is required. Clinical placement will occur in community-based settings.
2 credits Prerequisites: Completion of GEP Year One. Corequisites: NG520A, NG521, NG601, NG603 and NG613.

NG521 Transition to Professional Practice I
This course facilitates students’ transition to professional practice and graduate studies. Students will complete preparation for NCLEX. In addition, students will develop a philosophy for their own practice and reflect on the roles of professional and advanced practice nurses.
1 credit Prerequisites: Completion of GEP Year One. Corequisites: NG520A and B, NG601, NG603 and NG613.

NG522 Transition to Professional Practice II
This course is a continuation of NG521 and is designed to coincide with students’ entry into their first practice role following licensure as a registered nurse. Students will evaluate their professional growth as clinicians and discuss issues related to professional and advanced practice nursing that arise in their practice and in the classroom.
1 credit Prerequisites: Completion of GEP Year One, NG520A and B, and NG521. Corequisites: NG602, NG603B and NG614.
Advanced Practice Core Courses

N/NG613 Advanced Pathophysiology
The focus of this course is on the interrelation of human systems and the effect that illness in one body system has on the functions of the whole person. Concepts related to clinical physiology and research literature related to pathophysiology of various body systems are examined. Pertinent literature related to nursing interventions associated with improved physiological status is analyzed. 3 credits

N/NG614 Advanced Pharmacotherapeutics
This course is designed to meet the needs of the advanced practice nurse prescriber in the primary and acute care setting, building upon previous and/or concurrent acquired knowledge from nursing, pathophysiology and other sciences. The development of clinical decision-making skills essential to safe and effective pharmacologic intervention is the focal point of the course. 3 credits

N/NG615A Advanced Health Assessment
This course further develops and integrates the health assessment competencies of interviewing, performing and documenting comprehensive and episodic health histories and physical examinations. Students will identify common symptoms, identify risk factors, incorporate appropriate health promotion and disease prevention strategies, formulate differential diagnoses and begin treatment plans for common acute and chronic illnesses. Critical thinking and clinical decision making is presented within the context of case studies and the comprehensive analysis of patient data and plan formulation. This is the theoretical didactic portion of advanced health assessment and forms a foundation of advanced clinical practice. 3 credits

Corequisite: N/NG615B. Advanced Health Assessment Practicum
![image](link)

N/NG615B Advanced Health Assessment Practicum
This practicum assesses the student's integration of techniques in physical examination through lab practice, performance exams and utilization of standardized patients. The integration of all didactic and performance components, including clinical decision-making skills, are demonstrated through successful role playing, case study analysis and an Objective Structured Clinical Exam (OSCE). 1 credit
Corequisite: N/NG615A.

Adult Primary Care Nurse Practitioner Courses

N/NG630A Advanced Nursing Science: Adult Primary Care Nurse Practitioner Theory I
This course is the first of two advanced nursing science theoretical courses for the preparation of the adult primary care nurse practitioner. The focus of this course is on the development and refinement of the critical thinking skills necessary to achieve the APN direct care and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, the course enhances the student’s knowledge of health promotion and disease prevention and management strategies needed to care for the patient and family experiencing acute, episodic and selected chronic health problems in ambulatory and community settings. 6 credits
Corequisite: N/NG630B.

N/NG630B Advanced Nursing Science: Adult Primary Care Nurse Practitioner Clinical Practicum I
This course is the first of two advanced nursing science clinical courses for the preparation of the adult primary care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse in ambulatory and community settings. The course enhances the student’s ability to apply theories, standards of practice and evidence-based research to the care of patients with acute and chronic episodic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits
Corequisite: N/NG630A.
N/NG631A Advanced Nursing Science: Adult Primary Care Nurse Practitioner Theory II
This course is the second of two advanced nursing science theoretical courses for the preparation of the adult primary care nurse practitioner. The focus is on the refinement and synthesis of critical thinking skills used by the advanced practice nurse to provide advanced practice nursing direct care and core competencies. Grounded in theory and evidence-based practice, the course enhances the student’s knowledge and ability to analyze and manage the comprehensive care of the patient and family in ambulatory community settings, and the professional and environmental issues influencing the health and care of the patient and the role of the advanced practice nurse. 6 credits
Prerequisites: N/NG630A and B. Corequisite: N/NG 631B.

N/NG631B Advanced Nursing Science: Adult Primary Care Nurse Practitioner Clinical Practicum II
This course is the second of two advanced nursing science clinical courses for the preparation of the adult primary care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse to provide best practices in ambulatory and community settings. Clinical activities assist students to translate and integrate theories, standards of practice and evidence-based research into the assessment and management of acute and chronic health problems for patients and families in ambulatory and community settings. The student implements activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits
Prerequisites: N/NG630A and B. Corequisite: N/NG631A.

Adult Acute/Critical Care Nurse Practitioner Courses

N/NG640A Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Theory I
This course is the first of two advanced nursing science theoretical courses for the preparation of the adult acute care nurse practitioner. The focus is on the refinement and synthesis of the critical thinking skills necessary for the direct care and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, the course enhances the student’s knowledge of health promotion and disease management strategies needed to manage the acute and critical health problems of the patient and family in health care delivery systems including hospitals and sub-acute facilities. 6 credits
Corequisite: N/NG640B.

N/NG641A Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Theory II
This course is the second of two advanced nursing science theoretical courses for the preparation of the adult acute/critical care nurse practitioner. The focus is on the refinement and synthesis of the critical thinking skills used by the advanced practice nurse to articulate the direct care and core competencies in management of acute and chronic health problems of the patient and family. Grounded in theory and evidence-based practice, this course enhances the student’s knowledge to analyze the issues influencing the care of the patient and the role of the advanced practice nurse in health care delivery systems including hospitals and sub-acute facilities. 6 credits
Prerequisites: N/NG640A and 640B. Corequisite: N/NG641B.

N/NG641B Advanced Nursing Science: Adult Acute/Critical Care Nurse Practitioner Clinical Practicum II
This course is the second of two advanced nursing science clinical courses for the preparation of the adult acute/critical care nurse practitioner. The focus is on refinement and synthesis of the clinical appraisal and critical thinking skills needed by the advanced practice nurse in health care delivery systems. The student integrates theories and evidence-based research into the assessment and management of acute and chronic health problems. This course facilitates the student’s knowledge of the management of acute care health issues. The student synthesizes critical thinking, therapeutic intervention including advanced practice nursing procedures, communication, and professional interaction into his/her role as an advanced practice nurse. 3 credits
N/NG640A and 640B. Corequisite: N/NG641A.
Adult Primary Care and Adult Acute/Critical Care Dual Track with Gerontological Nurse Practitioner Specialty Courses

N/NG650A Advanced Nursing Science: Gerontological Nurse Practitioner Theory I
This course is the first of two advanced nursing science theoretical courses for the preparation of the gerontological nurse practitioner. The focus is on the development and refinement of the critical thinking skills needed by the advanced practice nurse in geriatric settings. The course enhances the student’s ability to apply theories, standards of practice and evidence-based research to the care of the patient with chronic and acute problems. The student integrates the activities of critical thinking, therapeutic intervention, communication, and professional interaction into his/her role as an advanced practice nurse in hospital, sub-acute, long-term care, assisted living, clinic and home care settings. 2 credits Prerequisites: Completion of Master of Science Year One courses, or N/NG613, N/NG614, and N/NG615A and B.

N/NG650B Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum I
This course is the first of two advanced nursing science clinical courses. The focus is on the development and refinement of the clinical appraisal and critical thinking skills needed by the advanced practice nurse in geriatric settings. The course enhances the student’s ability to apply theories, standards of practice and evidence-based research to the care of the patient with chronic and acute problems. The student integrates the activities of critical thinking, therapeutic intervention, communication, and professional interaction into his/her role as an advanced practice nurse in hospital, sub-acute, long-term care, assisted living, clinic and home care settings. 2 credits Prerequisites: Completion of Master of Science Year One courses, or N/NG613, N/NG614, N/NG615A and B, and N/NG650A.

N/NG651A Advanced Nursing Science: Gerontological Nurse Practitioner Theory II
This course is the second of two advanced nursing science theoretical courses for the preparation of the gerontological nurse practitioner. The focus is on the refinement and synthesis of the critical thinking skills used by the advanced practice nurse to articulate the direct care and core competencies in management of acute and chronic health problems of the patient. Grounded in theory and evidence-based practice, the course enhances the student’s knowledge to analyze the issues influencing the care of the patient and the role of the advanced practice nurse in health care delivery systems including hospital, sub-acute, long-term care, assisted living, clinic and home care settings. 2 credits Prerequisites: Completion of Master of Science Year One courses, or N/NG613, N/NG614, N/NG615A and B, and N/NG650A.

N/NG651B Advanced Nursing Science: Gerontological Nurse Practitioner Clinical Practicum II
This course is the second of two advanced nursing science clinical courses for the preparation of the gerontological nurse practitioner. The focus is on the refinement and synthesis of the clinical appraisal and diagnostic skills needed by the advanced practice nurse in geriatric settings. The student integrates theories and evidence-based research into the assessment and management of older patients’ health problems. The student synthesizes critical thinking, therapeutic intervention, communication and professional interaction into his/her role as an advanced practice nurse in hospital, sub-acute, long-term care, assisted living, clinic and home care settings. 2 credits Prerequisites: Completion of Master of Science Year One courses and/or N/NG613, N/NG614, N/NG615A and B, N/NG650A and B.

Family Primary Care Nurse Practitioner Courses

NG660A Advanced Nursing Science: Family Primary Care Nurse Practitioner Theory I
This course is the first of two advanced nursing science theoretical courses for the preparation of the family primary care nurse practitioner. The focus is on the development and refinement of the critical thinking skills necessary to achieve the direct care and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, this course enhances the student’s knowledge of health promotion and disease prevention and management strategies needed to care for patients and their families experiencing acute, episodic and selected chronic health problems in ambulatory and community settings. 8 credits Corequisite: N/NG660B.

NG660B Advanced Nursing Science: Family Primary Care Nurse Practitioner Clinical Practicum I
This course is the first of two advanced nursing science clinical courses for the preparation of the family primary care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse in ambulatory and community settings of children and adults. The course enhances the student’s ability to apply theories, standards of practice and evidence-based research to the care of patients with acute and chronic episodic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 4 credits Corequisites: N/NG660A.
NG660A and B. Prerequisites:
4 credits
communication and professional role
clinical appraisal, diagnostic reasoning
and therapeutic interventions for selected
patients of all ages and the family
in ambulatory community settings, and
the professional and environmental issues
influencing the health and care of the patient
and the role of the advanced practice
nurse. 8 credits Corequisite: N/NG661B
Prerequisites: N/NG660A and B.

NG661B Advanced Nursing Science:
Family Primary Care Nurse Practitioner
Clinical Practicum II
This course is the second of two advanced
nursing science clinical courses for the
preparation of the family primary care
nurse practitioner. The focus is on the
development and refinement of the clinical
appraisal and diagnostic skills needed by
the advanced practice nurse to provide best
practices in ambulatory and community
settings of children and adults. Clinical
activities assist students to translate and
integrate theories, standards of practice
and evidence-based research into his/her
assessment and management of acute
and chronic health problems for patients
and families in ambulatory and community
settings. The student implements activities
of the advanced practice nurse through
critical thinking, therapeutic intervention,
communication and professional role
interaction. 4 credits Prerequisites:
N/NG660A and B.

Nurse Educator Courses
(for Traditional Master's, GEP,
DNP and PhD students)

N/NG620 Advanced Nursing Science:
Teaching and Curriculum Development for
Nurse Educators
This course presents theoretical and
evidence-based teaching theories,
technologies and skills. Emphasis is placed
on contemporary approaches to educating
nurses in various settings with different
learners. Nurse educator roles, theories
of learning, curriculum development and
research in nursing education. 3 credits

N/NG621A Advanced Nursing Science:
Adult Care Theory for Nurse Educators
The focus of this course is on the
development of knowledge essential to
support advanced clinical appraisal, clinical
decision making, diagnostic reasoning and
therapeutic interventions for selected patient
populations. 4 credits Prerequisites:
N/NG620, and GEP Year One and Year Two
courses or Master of Science Year One
courses. Corequisites: N/NG621B

N/NG621B Advanced Nursing Science:
Clinical Practice for Nurse Educators
This practicum experience is guided by a
master's-prepared clinical nurse specialist
or nurse educator preceptor. The student is
offered opportunities to practice and refine
clinical appraisal, diagnostic reasoning and
therapeutic interventions for selected
patient care problems and begin to develop
competency in providing education and
leadership in a health care organization.
Selected processes designed to promote
positive patient outcomes and system
improvement are addressed. 3 credits
Prerequisites: N/NG620, and GEP Year One
and Year Two courses or Master of Science
Year One courses. Corequisite: N/NG621A.

N/NG622 Advanced Nursing Science:
Advanced Instructional Methods for
Nurse Educators
This course provides the student with the
opportunity to synthesize and apply diverse
classroom and clinical teaching strategies.
Emphasis is placed on contemporary
student-centered instructional methods
including collaborative learning, distance
education and other evidence-based
approaches. 2 credits for GEP, traditional
master's and UMOL students; 3 credits for
doctoral students
Prerequisites for Master of Science students:
N/NG620, or taken concurrently with
N/NG620, or with permission of course
faculty. No prerequisites for PhD students.

N/NG623 Advanced Nursing Science:
Identifying and Measuring Outcomes for
Nurse Educators
The emphasis of this course is on identifying,
measuring and achieving outcomes. Content
builds upon Year One student and patient
outcome evaluation content. Program
outcome evaluation, test development and
clinical evaluation strategies are included.
Processes designed to promote performance
improvement in health care and to enhance
the graduate’s ability to function effectively
in a health care organization are discussed.
3 credits Prerequisites: N/NG620, or
permission of course faculty.

N/NG624 Advanced Nursing Science:
Systems Leadership for Nurse Educators
This course examines organizational
processes and structures designed to
promote positive patient and educational
outcomes. Grounded in theory and
research, this course gives the student
the opportunity to acquire knowledge and
critical thinking skills necessary to serve in
a leadership role in an educational institution
or a health care organization. 3 credits
Prerequisites: N/NG620 and N/NG622; may
be taken concurrently with N/NG623, or with
permission of instructor.
N/NG625B Advanced Nursing Science: Teaching Practicum for Nurse Educators
This practicum offers the student the opportunity to enact the role of the academic nurse educator and begin to synthesize leadership concepts into the academic environment. The prerequisite courses provide a theoretical foundation for the application and synthesis activities that characterize clinical learning and leadership in a practice profession. Philosophical and experiential issues specific to clinical and classroom instruction and leadership in nursing education are emphasized in seminar discussions. 3 credits Prerequisites for GEP students: N/NG620, N/NG621 A and B and GEP Year One and Year Two courses; Prerequisites for traditional Master of Science students: N/NG620, N/NG621 A and B and Master of Science Year One courses; may be taken concurrently with N/NG623 and N/NG624.

UMassOnline (UMOL) Post-master's Nurse Educator Certificate Courses

UMOL N620 – Advanced Nursing Science: Teaching and Curriculum Development for Nurse Educators
This course presents theoretical and evidence-based teaching theories, technologies and skills. Emphasis is placed upon contemporary approaches to educating nurses in various settings with different learners. Nurse educator roles, theories of learning, curriculum development and research in nursing education are included. 3 credits

UMOL N622 – Advanced Nursing Science: Advanced Instructional Methods for Nurse Educators
This course provides the student with the opportunity to synthesize and apply diverse classroom and clinical teaching strategies. Emphasis is placed on contemporary student-centered instructional methods including collaborative learning, distance education and other evidence-based approaches. 2 credits Prerequisite: UMOL N620, or taken concurrently with UMOL N620, or permission of course faculty.

UMOL N623 – Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators
The emphasis in this course is identifying, measuring, and achieving outcomes. Content builds upon Year One student and patient outcome evaluation content. Program outcome evaluation, test development, and clinical evaluation strategies are included. Processes designed to promote performance improvement in health care and to enhance the graduate’s ability to function effectively in a health care organization are discussed. 3 credits

UMOL N625B – Advanced Nursing Science: Teaching Practicum for Nurse Educators
This practicum offers the student the opportunity to enact the role of the academic nurse educator and begin to synthesize leadership concepts into the academic environment. The prerequisite courses provide a theoretical foundation for the application and synthesis activities that characterize clinical learning and leadership in a practice profession. Philosophical and experiential issues specific to clinical and classroom instruction and leadership in nursing education are emphasized in seminar discussions. 3 credits

Elective Courses

N/NG590 Human Physiology
This is a review course on basic principles of physiology that cover the functions of the human body with emphasis on the nervous, endocrine, muscular, cardiovascular, respiratory, digestive, renal and reproductive systems. The course will provide a broad view of the current knowledge on how the human body works and is intended for students in the fields of nursing and other allied health fields. 3 credits

N/NG650C Advanced Nursing Science: Gerontological Advanced Practice Nursing Theory I
This course is the first of two advanced nursing science theoretical courses for the preparation of the gerontological advanced practice nurse. The focus of this course is on the development and refinement of the critical thinking skills necessary for this role. Grounded in theory and evidence-based research, the course enhances the student’s knowledge of health promotion and disease management strategies needed for the care and education of patients with chronic and acute health problems in health care delivery systems including hospital, sub-acute, long-term care, assisted living, clinic and home care settings. 2 credits

N/NG651C Advanced Nursing Science: Gerontological Advanced Practice Nursing Theory II
This course is the second of two advanced nursing science theoretical courses for the preparation of the gerontological advanced practice nurse. The focus of this course is on the development and refinement of the critical thinking skills necessary for this role. Grounded in theory and evidence-based practice, this course enhances the student’s knowledge to analyze the issues influencing the care of patients and the role of the advanced practice nurse in health care delivery systems including hospital, sub-acute, long-term care, assisted living, clinic and home care settings. 2 credits Prerequisite: N/NG650C.

N/NG680 Health Care Law
This course explores the practical application of legal theory to current issues in health care for nursing and interprofessional providers. Among these issues are health care governance and administration, patient treatment concerns, the licensed professionals practice, quality care, peer review, regulatory issues, and complex medical/legal issues including end-of-life care and futility. 3 credits
N/NG681 Advanced Practice Cardiovascular Nursing I
This course explores the theories of health promotion and disease management pertinent to cardiovascular nursing. It is intended to prepare advanced practice nurses to provide care to cardiovascular patients across health care settings. Health promotion strategies for high-risk cardiovascular patients are explored. Predisposing risk factors along with current treatment modalities for cardiovascular disease are discussed. 3 credits

N/NG682 Advanced Practice Cardiovascular Nursing II
The focus of this course is on the development and refinement of the clinical appraisal needed by the advanced practice nurse to effectively provide education and to manage adults with cardiovascular diseases. Risk factor identification and health promotion strategies incorporating the patient’s physiological and psychological responses to cardiovascular health problems and treatments are analyzed through clinical examples. Evidence-based research and the standards of care are synthesized to promote continuity of care throughout the cardiovascular patient’s trajectory of illness. 3 credits Prerequisites: N/NG681 or permission of instructor.

N/NG685 Living with Chronic Disease and Terminal Illness
Chronic or life-threatening illnesses, including the issues related to loss, grief, and palliative care, are a substantial portion of the nursing care and clinical practice that is provided in pediatric, adult, or geriatric populations. This course will explore the physical, psychological, social, ethical, and spiritual and existential issues raised by the prospect of long-term, disabling, life-shortening illnesses as well as death and bereavement. The focus of the course is on the psychological, behavioral as well as the social aspects of chronic or terminal illness. It will equip the participants with the necessary understanding and skills to develop supportive advanced practice nursing care for this patient population. 3 credits

N/NG686 Advanced Practice Oncology Nursing
This course will focus on cancer care knowledge, decision making and practices for advanced practice nurses caring for cancer patients in ambulatory, hospital and community settings. The course will examine cancer epidemiology, prevention, detection, treatment and professional practice. 3 credits

N/NG688 Advanced Practice Correctional Health Nursing I
This unique interprofessional course explores the dynamic issues and societal forces that affect the correctional health system including legal, regulatory, ethical, economic, political, policy and sociocultural factors influencing correctional health professionals and advanced practice nursing. It includes a two-week immersion into the culture, environment and clinical practices of correctional health. 3 credits

N/NG689A Advanced Practice Correctional Health Nursing II
This course focuses on new knowledge, skills, and competencies for professional and advanced practice nurses managing chronic disease through evidence-based practice in correctional and community-based settings. 2 credits

N/NG689B Advanced Practice Correctional Health Nursing III
This clinical practicum develops the knowledge, skills and competencies for professional and advanced practice nurses managing chronic disease in correctional and community-based settings. Clinical activities facilitate the student’s ability to incorporate a public/population health focus with national guidelines for evidence-based practice. 1 credit

N/NG691 Contemporary Issues in Women’s Health
This elective graduate nursing course provides the advanced practice nursing student with a theoretical foundation to provide evidence-based care to women and will focus on a variety of issues specific to their health care. Specific concerns of women across the lifespan and the effects of culture and environment on women’s health are analyzed. Gender-based health issues and disparities and the role of the advanced practice nurse in dealing with these issues are examined. 3 credits

N/NG699 Independent/Directed Study
This course is open to all graduate students. Plans for study must be submitted in advance of registration on a form obtained from the Graduate School of Nursing. The student must meet with a faculty member to establish goals and objectives outlining the independent/directed study; the number of credits given for the study will then be determined. The student may take more than one independent study course, but no more than nine credit hours may be applied toward the degree. 1-3 credits Prerequisite: Permission of instructor.

N/NG720 Introduction to Genetics and Genomics for the Health Professions
This course provides the student with an introduction to fundamentals of Mendelian and biochemical genetics and genomics. Basic concepts and principles are covered in the lectures to enhance students’ understanding and utilization of the principles of genetics in clinical settings. Perspectives on ethical and legal issues for advanced practice nurses are also addressed. 3 credits
N/NG721: Applied Genomics for the Health Professions
This course will address the practical applications of genomics in human disease. Role of genomics in oncology, neurology, cardiovascular, nutrition, and pharmacology will be explored. Concepts in pharmacogenomics, gene therapy, stem cell transplants, enzyme replacement and individualized medicine will be discussed. Students will also practice the skill of obtaining and analyzing family pedigrees for predisposition to genetic illnesses, and design clinical, genetic and educational approaches for the families and patients. The issues of potential benefits and harms of genomic screening, medicine and care will be considered for the disorders. 3 credits Prerequisite: N/NG720.

Doctor of Nursing Practice Courses

N702 Research and Theory for the Doctor of Nursing Practice
This course expands students’ understanding of theory and research within the context of advanced clinical practice. The student will explore philosophy, theory, and qualitative and quantitative methods used to develop evidence for clinical practice. The course enables graduates to serve as leaders in synthesizing clinical nursing knowledge and translating research findings into practice within complex health care settings and community-based organizations. 3 credits

N704 Principles of Epidemiology
This course will provide students with concrete skills to understand and critique the health care literature, an important component of evidence-based practice. Students will learn about the various types of epidemiology study designs including their potential strengths and weaknesses. Using these skills, students will evaluate articles from the medical literature in a small group setting and will also individually critique two articles from the medical literature. In addition, students will be introduced to the use of data in hospital quality improvement projects and the roles and functions of a department of public health. 3 credits

N705 Trends Influencing the Doctor of Nursing Practice
This course explores the trends influencing the role of the DNP in hospitals and community-based settings. The student will develop strategies to address these challenges that are grounded in evidence-based practice. The course enables graduates to serve as leaders in synthesizing clinical nursing knowledge and translating research findings into practice within complex health care settings and community-based organizations. 3 credits Prerequisite: N702.

N706 Health Policy for Health Care Professionals
This course enhances students’ understanding of health policy and analysis of health care issues within the context of advanced nursing and interprofessional practice. This knowledge is critical for leaders in nursing and other disciplines so they can contribute to the development and evaluation of health policies. The course will examine and critically analyze the health care system in the U.S. It will emphasize the major issues and trends which are the subject of intense public concern and government interest. Students will analyze health policy frameworks and apply them to professional, economic, political and social health care issues. This course will enable graduates to serve as leaders in analyzing the impact of health policies on patients, populations, and health care systems. 3 credits

N708 Organizational Systems and Health Care Financing
This course expands the student’s understanding of systems theory and health care economics. The student will explore current global, technological, socioeconomic and organizational factors that have an impact on the delivery of high quality health care. The course expands upon expert clinical knowledge and enables students to engage with other interprofessional team members in developing and evaluating contemporary approaches to clinical practice within health care organizations. 4 credits

N709 DNP Capstone Project Prospectus
This course focuses on the refinement of the DNP Capstone Project Prospectus for the preparation of the advanced practice nurse with the practice doctorate. This course will include the integration of research findings into an advanced practice nursing plan to improve patient- and/or system-focused outcomes in an organization. The student integrates information from the DNP core and elective courses to formulate a prospectus that demonstrates the translation of research into evidence-based practice. 2 credits Prerequisites: Completion of DNP Year One courses or concurrent enrollment in N708.

N722 Quality and Patient Safety: Competencies, Strategies and Methodologies for the Advanced Practice Nurse
This course focuses on core quality and safety competencies for the advanced practice nurse. Contemporary performance improvement methodologies, the utility of large public data sets, and the concept of reporting transparency will be discussed. Strategies to improve the quality of care and patients outcomes within the health care environment are explored. The role and requisite competencies of the DNP in leading innovative quality and patient safety initiatives will be addressed. 3 credits

N723 Quality and Patient Safety in Health Care Organizations
This course prepares the advanced practice nurse with the DNP with the knowledge, theory and organizational science concepts necessary to design and evaluate performance improvement in health care organizations related to quality and safety. 3 credits
N770 Doctor of Nursing Practice Residency I
This course is the first of two advanced nursing science residency courses for the preparation of advanced practice nurses with the practice doctorate. The focus is on development and refinement of the leadership skills needed by the advanced practice nurse. The course enhances the student’s ability to apply theories, standards of practice and evidence-based research to the care of the increasingly complex patients to improve practice and health care delivery. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional interaction. 3 credits Prerequisites: Completion of DNP Year One courses and concurrent enrollment in N772.

N771 Doctor of Nursing Practice Residency II
This course is the second of two advanced nursing science residency courses for the preparation of advanced practice nurses with the practice doctorate. The focus is on the refinement and synthesis of the leadership skills needed by these advanced practice nurses. This course enhances the student’s ability to translate evidence-based research and clinical scholarship to decrease risk and improve health care outcomes for patients. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional interaction. 3 credits Prerequisites: Completion of DNP Year One courses, N770 and concurrent enrollment in N772.

N772 Doctor of Nursing Practice Capstone Project I
This course requires the development of a scholarly capstone project for the preparation of advanced practice nurses with the practice doctorate. The focus is on the development and refinement of the leadership skills needed by the advanced practice nurse. The course enhances the student’s ability to apply theories, standards of practice and evidence-based research to the care of the increasingly complex patients to improve practice and health care delivery. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional interaction. 2 credits Prerequisites: Completion of DNP Year One courses and concurrent enrollment in N770.

N773 Doctor of Nursing Practice Capstone Project II
This course requires the completion of a scholarly capstone project for the preparation of advanced practice nurses with the practice doctorate. The focus is on the completion of a specific activity that uses evidence to improve patient-focused organizational outcomes. This scholarly capstone project is derived from the DNP specialty courses and electives including clinical residency experiences. The scholarly capstone project demonstrates the student’s attainment of the program outcomes and provides evidence of the student’s knowledge and expertise as an advanced practice nurse at the practice doctorate level. 2 credits Prerequisites: Completion of DNP Year One courses, N772 and concurrent enrollment in N771.

N795 Independent/Directed Study
This course is open to DNP students. The goal of independent study is to complement the DNP student’s program in a way that helps him/her develop additional knowledge and skills as an advanced practice nurse with a practice doctorate. Plans for study must be submitted in advance of registration on the Independent Study Advance Registration form obtained from the Graduate School of Nursing. The student must meet with the faculty member of record to establish written goals, objectives and evaluation criteria for the independent study. Upon establishing the goals and objectives, the number of credits will be determined by the faculty member in consultation with the DNP program director. The student may take more than one independent study, but no more than six credit hours may be applied toward the DNP degree. 1 to 6 credits, by arrangement with the faculty.

N808 Seminar in Critical Health Policy Issues
This seminar provides students with advanced knowledge for health policy analysis and appraisal of critical health care issues. This knowledge is essential to the leadership of nurse researchers, educators and advanced practitioners whose roles require participation in policy development and advocacy. Specifically, the student evaluates common frameworks for policy analysis and applies these frameworks to a range of prominent, contemporary health care issues within social, political and economic contexts to develop and advocate for policy recommendations based on evidence and reasoned argument. 3 credits Prerequisites: N800, N801, N802, N803 and N805, or permission of instructor.

N815 Statistical Analysis of Data
This course provides the student with an introduction to inferential statistics. Emphasis is placed on practical application, rather than mathematical theory. Topics discussed include t-tests, analysis of variance (ANOVA), analysis of covariance (ANCOVA), repeated measures ANOVA and mixed ANOVA, multivariate analysis of variance (MANOVA), correlations and scatter plots and regression analyses. 3 credits

N707 Biomedical Informatics
This course offers an overview of the field of biomedical informatics. Concepts from computer and information science are combined with current issues in research, training and clinical practice. The course will provide a broad overview of electronic health records, decision support systems, standards, security and confidentiality, evidence-based practice, information retrieval, bioinformatics, applied nursing informatics, public health informatics, imaging informatics, and consumer health informatics. 3 credits
PhD Courses

N800 History and Philosophy of Nursing Science
This course is designed to prepare students to systematically analyze epistemological, ontological and metatheoretical perspectives in the philosophy of science, while also considering the implications for scientific inquiry, theory development, and knowledge development in nursing. 3 credits Prerequisites: PhD program matriculation or permission of instructor.

N801 Qualitative Research Methods
The focus of this course is on the use of qualitative research methods to build substantive knowledge in nursing. Issues in qualitative research are identified and discussed, and critical analysis of traditional and emerging designs debated. Selected qualitative research designs are presented and the philosophical underpinnings and specific data collection and analysis methods associated with each design are identified, discussed, compared, contrasted, and analyzed. Research from nursing and other fields is critiqued. Experiential learning methods and techniques include design, preparation and presentation of a research project. 3 credits Prerequisites: PhD program matriculation or permission of instructor.

N802 Quantitative Research Methods
This course provides students with an advanced study of research designs and methods used in quantitative nursing research. Analysis of quantitative methods that are currently used in biomedical, behavioral, social and nursing sciences are explored. 3 credits Prerequisites: N800 and N801, or permission of instructor.

N803 Emerging Nursing Theories
This course is focused on the critical analysis of nursing frameworks, models and theories for practice, research and education. Emphasis is on theory development and analysis with application of criteria for developing theory in nursing science. 3 credits Prerequisites: N800 and N801, or permission of instructor.

N804 Measurement and Instrumentation in Clinical Research
This is an advanced, graduate-level course that focuses on measurement theory and the processes of instrument evaluation, refinement and development. This course explores the use of quantitative and qualitative procedures to measure clinically important variables. In addition, emphasis is posited upon the interaction of conceptual, methodological, cultural and pragmatic considerations that are essential to understand when measuring variables among clinical populations. 3 credits Prerequisites: N801 and N802, or permission of instructor.

N805 State of the Discipline
This course explores nursing phenomena and strategies as conceptualized in current nursing research. Emphasis is on the extent and nature of potential synthesis of knowledge across traditional boundaries. To effectively advance knowledge and improve nursing practice, it is essential to be at the forefront of the current state of substantive knowledge in the discipline. The intent of this course is to provide students with the opportunity to analyze and synthesize selected aspects of this knowledge, particularly as it informs their individual research interests. 3 credits Prerequisites: N800, N801, N802 and N803, or permission of instructor.

N806 Advanced Nursing Research
This course emphasizes a synthesis of the core courses in the PhD program through development of a formal grant proposal. The course explores the elements of grant writing, proposal development and ethical considerations related to human subjects research. The student is guided in the development of an individual grant proposal eligible for submission to a funding sponsor. 3 credits Prerequisites: N800, N801, N802, N803, N804 and N805, or permission of instructor.

N808 Critical Health Policy Issues Seminar
This seminar provides students with advanced knowledge for health policy analysis and appraisal of critical health care issues that is essential to the leadership of nurse researchers, educators and advanced practitioners whose roles require participation in policy development and advocacy. Specifically, students evaluate common frameworks for policy analysis and apply these frameworks to a range of prominent, contemporary health care issues within social, political and economic contexts to develop and advocate for policy recommendations based on evidence and reasoned argument. 3 credits Prerequisites: N800, N801, N802, N803 and N805, or permission of instructor.

N809 Dissertation Seminar
The purpose of the dissertation seminar is to assist students who have completed their course work and passed the comprehensive examination to sustain momentum in the completion of their dissertation proposal. The seminar provides regular, organized opportunities for students to present dissertation proposal work in progress to peers and faculty mentors. This seminar is designed to augment (not replace) the one-to-one advising that each student receives from his/her dissertation advisor. Dissertation seminar is designed to run concurrently with N899 dissertation advisement. A minimum of two semesters of dissertation seminar is required. Participation beyond two semesters is required for all students until proposal completion. 0 credits Prerequisite: Must pass the comprehensive examination.
N811 Advanced Methods in Intervention Research
This elective course focuses on the advanced methods used in the development, refinement and testing of interventions used in clinical research. Content will include strategies used to develop a new intervention or adaptation of an existing intervention such as qualitative or survey approaches; use of theory in framing the intervention; commonly used designs; methodological challenges to consider to avoid threats to internal validity; sampling and power analysis considerations; pilot testing your intervention; treatment fidelity; measurement issues; analysis plan, budget, and ethical considerations. 3 credits
Prerequisites: N800, N801, N802 and N803, or permission of instructor.

N815 Statistical Analysis of Data
This course provides the student with an introduction to inferential statistics. Emphasis is placed on practical application, rather than mathematical theory. Topics include t-tests, analysis of variance (ANOVA), analysis of covariance (ANCOVA), repeated measures ANOVA and mixed ANOVA, multivariate analysis of variance (MANOVA), correlations and scatter plots and regression analyses. 3 credits

N890 Advanced Statistics
This course builds on N815 Statistical Analysis of Data to provide in-depth instruction on practical applications of multivariate data analysis, focusing on statistical issues and techniques that students are likely to encounter in their research. Topics include pre-analysis data screening, assessment of model fit for analysis of variance and covariance (ANOVA/ANCOVA) and linear regression, model selection techniques, repeated measures ANOVA, multivariate analysis of variance (MANOVA) and logistic regression. 3 credits
Prerequisites: N815 or permission of instructor.

N895 Independent/Directed Study
This course is open to PhD students. The goal of independent study is to complement the PhD student’s program in a way that helps him/her develop additional knowledge and skills that could not be reasonably gained with a traditional course offering. Plans for study must be submitted in advance of registration on the Independent Study Advance Registration form obtained from the Graduate School of Nursing. The student must meet with the faculty member of record to establish written goals, objectives and evaluation criteria for the independent study. Upon establishing the goals and objectives, the number of credits will be determined by the faculty member in consultation with the PhD program director. The student may take more than one independent study, but no more than nine credit hours may be applied toward the PhD degree. 1 to 3 credits
Prerequisite: Agreement with course faculty.

N899 Dissertation Credits
Students are required to take a minimum of 18 dissertation credits. Most students elect to take three to six credits per semester for one to two years until completion of the dissertation. This component of the PhD program requires students to work independently on a research study in close collaboration with their dissertation advisor and committee members. N809 Dissertation Seminar is taken concurrently with dissertation credits until the oral defense of the dissertation proposal is completed. Prerequisites: completion of all required and elective PhD coursework, and passing the comprehensive examination.
Tuition and Fees

Tuition and fees for the 2010-2011 academic year are listed for the Master of Science, Graduate Entry Pathway, Pre-master’s Pathway, Post-master’s Certificate, Doctor of Nursing Practice, BSN to PhD Pathway and PhD in Nursing programs. Please note that these are estimates, and that tuition and fees may change at any time without prior notice.

The cost to individual GSN students can vary depending on their program of study, course selection, and applicable fees. Individuals’ tuition is based on their residency at the time of application—in state, out of state or New England Regional (NER). Costs also vary according to whether students purchase their health insurance through the school. Course cost also varies, for example, according to whether a course is categorized as a “state” course, or a “continuing education” course. Course categorization is based on several factors, including the time of a course’s development and onset of the related program or specialty. For example, all GEP and DNP courses are “continuing education” courses, as are some electives. The estimated tuition and fees displayed here allow prospective students to anticipate their costs.
Tuition and Fees for the 2010-2011 Academic Year

Please note that these are estimates, and that tuition and fees may change at any time without prior notice.

State courses (at 600 level and above)

<table>
<thead>
<tr>
<th></th>
<th>In state</th>
<th>NER</th>
<th>Out of state</th>
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<tbody>
<tr>
<td>1 – 8 credits</td>
<td>$110/credit</td>
<td>$192.50/credit</td>
<td>$410/credit</td>
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<tr>
<td>9 or more credits</td>
<td>$1,320</td>
<td>$2,310</td>
<td>$4,928</td>
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Curriculum fees, per semester (in addition to State Course costs above)

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<tr>
<td>1 – 5 credits</td>
<td>$1,078</td>
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<tr>
<td>6 – 8 credits</td>
<td>$2,156</td>
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<tr>
<td>9 or more credits</td>
<td>$3,233</td>
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Continuing education courses

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<tr>
<td>GEP Year One</td>
<td>$31,250</td>
<td>$39,650</td>
<td>$46,000</td>
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<tr>
<td>GEP Years Two and Three, Traditional Master’s, DNP and PhD</td>
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<tr>
<td>500 level courses</td>
<td>$625/credit</td>
<td>$793/credit</td>
<td>$922/credit</td>
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<tr>
<td>600 level courses</td>
<td>$363/credit</td>
<td>$576/credit</td>
<td>$659/credit</td>
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Annual fees for all matriculated students

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<tr>
<td>Equipment Fee</td>
<td>$245</td>
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<tr>
<td>Student Health Fee</td>
<td>$531</td>
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<tr>
<td>Student Services</td>
<td>$45</td>
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Other possible fees

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<tbody>
<tr>
<td>Commencement</td>
<td>$175</td>
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<tr>
<td>Continuing Course Fee</td>
<td>$100</td>
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<tr>
<td>Health Assessment Lab Fee</td>
<td>$495 (for N/NG615B and N/NG616)</td>
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<tr>
<td>Health Insurance *</td>
<td>$4060</td>
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<tr>
<td>Late Payment Fee</td>
<td>$50/semester</td>
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<tr>
<td>Late Registration Fee</td>
<td>$50/semester</td>
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<tr>
<td>NCLEX</td>
<td>$500 (GEP Year Two)</td>
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<tr>
<td>OSCE</td>
<td>$175/OSCE (for N/NG615B, N/NG616, N/NG630B, N/NG631B, N/NG640B, N/NG641B, N/NG660B and N/NG661B)</td>
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<tr>
<td>Doctoral Program Fee</td>
<td>$300/semester (after all credits earned, until graduation)</td>
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*Health insurance premium may be waived if student has comparable alternative coverage. Insurance premiums are subject to change pending final rate from insurance carrier. Refunds are determined by the insurance company.

UMassOnline (UMOL) Post-master’s Nurse Educator Certificate Program

(UMOL fees are the same for in state and out of state residents.)

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<tr>
<td>UMOL application fee</td>
<td>$60.00</td>
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<tr>
<td>UMOL per credit fees</td>
<td>$475.00</td>
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<tr>
<td>CORI or CBI fees</td>
<td>Various, depending on the fee established by the state in which the student will be completing the clinical practicum</td>
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Refund Policy

Refunds may be made when students do not register for the academic term for which they are charged, take an approved leave of absence, or otherwise fail to complete the program on or after the first day of class of the period of enrollment for which charges are assessed.

Students who cease enrollment after 60 percent of the term has elapsed receive no refund and are not required to refund any federal aid received for the term. Students who cease enrollment before 60 percent of the term has elapsed receive a refund for the percentage of the term remaining after the last date of attendance. The percentage is calculated by dividing the number of calendar days elapsed between the beginning of the term and the date the individual ceases enrollment by the number of calendar days in the term. For example, a student who withdraws 57 percent of the way through the term of enrollment receives a refund of 43 percent of tuition and fees (100 percent minus 57 percent). If a student received Title IV funds, this refund must be returned to the Title IV program. Additionally, according to federal rules, the student is also required to refund 43 percent of aid received as cash or from a credit balance. Failure to return unearned Title IV aid may result in ineligibility for future federal aid.

Allocation of Refunds

A share of the refund will be returned to the financial aid programs that funded students. Refunds and recovered overpayments are allocated to the programs from which an individual received aid in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Stafford Loan
3. Federal Perkins Loan
4. Other federal student aid programs
5. Institutional student aid programs
6. State student aid programs
7. Private student aid programs
8. Student

Students must notify the dean and the registrar in writing of their intent to withdraw. Students who withdraw without notifying the dean and registrar of their status will be considered withdrawn as of the last recorded date of class attendance as documented by the University. Upon request, the school bursar will provide examples of the application of these policies. Any withdrawn student who believes that individual circumstances warrant exceptions from published policy may make a written appeal to the Associate Vice Chancellor, Administration & Finance, University of Massachusetts Worcester, 55 Lake Avenue North, Worcester, MA 01655.

Note: This policy is subject to change at any time without prior notice if necessary to comply with Federal law.
Application for Financial Aid

Students and their families share the major responsibility of financing graduate nursing education. However, students who believe their resources are insufficient to fund their graduate education may apply for financial aid. To be eligible for financial assistance, students must be accepted for admission or enrolled at least half time in good standing and making satisfactory academic progress in an approved program of study. In addition, they must neither owe a repayment on a Federal Pell Grant, Federal Supplemental Educational Grant or State Student Incentive Grant, nor be in default on a Federal Perkins Loan (formerly National Direct Student Loan), Federal Stafford Loan (formerly Guaranteed Student Loan), Federally Insured Student Loan, Federal SLS, Federal PLUS or Federal ALAS Loan received for study at any post-secondary institution.

Furthermore, students must demonstrate financial need to be eligible for most, although not all, financial aid programs. Because financial aid is awarded annually, all financial aid recipients must reapply each year.

All forms and instructions are available on the Financial Aid Office Web site (www.umassmed.edu/financialaid). It is the responsibility of students to read all directions and make certain that the Financial Aid Office receives all required forms by published deadlines, which may vary slightly from year to year. Students who submit application materials after deadlines have passed are ineligible for institutionally controlled funds. Students admitted to a program of study after the application deadline are given four weeks to complete the application process.

Descriptions of all federal student financial aid programs are subject to legislative and regulatory changes.
Components Of The Financial Aid Application Are:

1. **University of Massachusetts Worcester Financial Aid Application**
   All applicants must submit this form to the Financial Aid Office. It includes personal data, student indebtedness, estimated financial resources and expenses, affidavits and explanations of any special circumstances affecting the student request for funding.

2. **Free Application for Federal Student Aid (FAFSA)**
   All students must file this form with the federal processor. This form is used to determine an applicant’s eligibility for federal aid.

3. **Need Access Form**
   This form is required for institutional aid and Federal Perkins Loan applicants. The Need Access Form includes information about the assets and incomes of both the student and parents. This information is used to determine the family’s ability to contribute to the student’s cost of attendance. Applicants for only the Federal Stafford Loan are not required to file this form.

4. **Student Income Tax Documents**
   All students must submit their (and their spouses’) signed federal income tax returns and W-2 forms from the previous year to the Financial Aid Office.

5. **Parents’ Income Tax Documents**
   Students applying for institutional aid and Federal Perkins Loans must submit their parents’ signed federal income tax returns and W-2 forms from the previous year to the Financial Aid Office. The student name and Social Security number should be clearly written on the parents’ tax returns.

6. **Entrance Interview**
   First-time applicants for aid at the University of Massachusetts Worcester must complete a Stafford Loan entrance interview online. The link is available on the Financial Aid Office Web site. Students who have received aid, gone on a leave of absence, and are now returning may also be required to complete an entrance interview before receiving funds.

**Need-based Gift Aid**
Students applying for institutional need-based gift aid must complete the entire financial aid application, including questions about parental income and assets.

**Parking Violation Scholarship**
The Parking Violation Scholarship Fund receives its revenue from fines paid for parking violations on the University of Massachusetts Worcester campus.

**Student Support Fee Scholarship**
Each year a portion of the student support fee paid by students is made available for scholarships for students with documented need for institutional aid.

**Tuition Waiver (Need-Based)**
The Board of Trustees of the University of Massachusetts approves an annual dollar amount of need-based tuition waivers for students at the University of Massachusetts Worcester. Eligibility for tuition waivers is limited to students who complete institutional financial aid applications and who have documented need that exceeds maximum borrowing levels.

**Fellowship Recipient**
A student enrolled at least half-time in the Graduate School of Nursing at the University of Massachusetts Worcester, receiving a fellowship from an external organization, and based upon rigorous screening is determined to have serious financial need. No more than two such waivers may be awarded each academic year. Eligible students may receive a waiver of up to 100 percent of the standard tuition rate for the school in which they are enrolled.

**Foreign Student Tuition Waiver**
For a student enrolled in the Graduate School of Nursing at the University of Massachusetts Worcester, and who is not a citizen of the United States or a resident of the Territories of the United States. The waiver is based on demonstrated financial need. The campus allocation for the Foreign Student Tuition Waiver Program may not exceed ten percent of the foreign students (FTE) enrolled at the University of Massachusetts Worcester, during the current academic year. This waiver does not apply to the PhD/MD Program of the Graduate School of Biomedical Sciences. Eligible students may receive a waiver of up to 100 percent of the standard tuition rate for the school in which they are enrolled.
Other Gift Aid

A financial aid application is not required for consideration in these aid programs.

**Professional Nurse Traineeship Grants**

Professional Nurse Traineeship Grants are allocated to the University by the federal government. There is no guarantee that this grant program will be funded every year. Eligible applicants must enroll in at least 18 credits during the academic year. The Graduate School of Nursing notifies eligible students when traineeship funds are available so that they may apply.

**Tuition Waiver (Armed Services)**

Members of the armed services receive tuition waivers if they meet current eligibility criteria. Potential recipients should check with the Bursar’s Office to determine eligibility.

**Tuition Waiver (University Employees)**

University employees, their spouses, domestic partners and dependent children are eligible for tuition waivers. According to Trustee Document T82-054A, as amended by the Board of Regents, full-time employees are entitled to waivers of full tuition. Part-time employees are eligible for waivers of a maximum of seven credits each semester. Tuition waiver forms are available from the Human Resources Department. Employees of UMass Memorial Health Care are eligible for this waiver if their latest hire date preceded November 25, 1997.

**Tuition Waiver (Native American)**

Students must receive certification from Bureau of Indian Affairs, as authorized by the Massachusetts Commission on Indian Affairs, in order to receive a waiver up to 100 percent of the state tuition rate for the school in which they are enrolled.

**Tuition Waiver (Senior Citizens)**

Persons over the age of 60 will receive a waiver up to 100 percent of the state tuition rate for the school in which they are enrolled.

**Reciprocal International Exchange Programs**

Students who are enrolled in a partner institution with which the University has established a reciprocal international exchange program, and who are selected and approved as formal participants in the exchange program will receive a waiver up to 100 percent of the tuition rate for the school in which they are enrolled.

**Compensation-based Tuition Waivers for Teaching Assistants and Research Assistants**

A student must be a matriculated student in the Graduate School of Nursing; in good academic standing as defined by GSN standards and practices; a United States citizen or eligible non-citizen; in compliance with applicable Selective Service Registration laws; not in default of any federal or state student loan or owe a refund on any previously received financial aid; contributing to the University’s academic, teaching and/or research function. Eligible students will receive a waiver equal to 100 percent of the applicable resident or non-resident tuition rate for the school in which they are enrolled.

**Loan Programs**

**Emergency Loan**

Interest-free, short-term emergency loans are available to students who have unanticipated bona fide financial emergencies, who have not been delinquent on a previous emergency loan, who have aid that will cover repayment and who do not owe past due tuition, fees or other charges to the school. Loans of up to $100 are due in 30 days; loans between $101 and $300 are due in 60 days; and loans between $301 and $1,000 are due in 90 days. The maximum loan is $1,000. Applications are available in the Financial Aid Office. Failure to repay emergency loans on time leads to suspension of eligibility for future emergency loans and possible administrative withdrawal.

**Federal Perkins Loan (Formerly National Direct Student Loan, NDSL)**

Federal Perkins Loan funds are allocated to the University by the federal government. The annual federal allocation is supplemented with institutional matching funds and collections from previous borrowers. Students who provide parental information and signatures on the Need Access Form, parental tax returns and W-2 forms are considered for Perkins Loans. Eligible students must demonstrate federal eligibility and satisfactory academic progress. Depending on the availability of funds, professional students may borrow an annual maximum of $6,000. They may borrow no more than $40,000 including all outstanding undergraduate and graduate Federal Perkins Loans, Federal Direct Loans and NDSLs. Federal Perkins Loans carry five percent interest. Loans for borrowers with outstanding balances on an NDSL have a six-month grace period; other borrowers have a nine-month grace period.

Borrowers may receive deferments during periods of at least half-time student status, graduate fellowship or rehabilitative study for the disabled, excluding a medical internship or residency program; for a maximum of three years during which the borrower seeks, but is unable to find, full-time employment; for a maximum of three years during which, according to federal regulations, repayment would present a financial hardship; or when engaged in service eligible for partial cancellation of the loan.
Federal (Subsidized) Stafford Loan  
(Formerly Guaranteed Student Loan, GSL)
Federal Stafford Loans are federally insured loans made to students through the William D. Ford Direct Loan Program. Federal Stafford Loans are guaranteed by various guarantee agencies and are reinsured by the federal government. Eligible applicants must maintain satisfactory academic progress in a program of study leading to a degree, demonstrate need as defined by federal regulation and file institutional financial aid applications. In an academic year, an eligible student may borrow a maximum that is the lesser of $8,500 or the cost of education minus the sum of other financial aid and an expected family contribution. A borrower’s cumulative principal balance on all Federal Stafford Loans, including subsidized and unsubsidized funds, may not exceed $138,500. Federal Stafford Loans disbursed on or after July 1, 2006, have a fixed interest rate of 6.8 percent. All loans are disbursed twice during the loan period, one half at the beginning and one half halfway through the loan period. As of July 1, 2010, these loans carry a 1 percent origination fee and a 1 percent guarantee fee with an up-front interest rebate of 0.5 percent. The rebate will be charged back on to the loan principal should the borrower fail to make the first 12 payments on time when repayment begins.

First-time borrowers after June 30, 1993 may receive deferments during periods of at least half-time student status, graduate fellowship, or rehabilitative study for the disabled; for a maximum of three years during which the borrower seeks, but is unable to find, full-time employment; or for a maximum of three years during which, according to federal regulations, repayment would present a financial hardship. Borrowers who had outstanding balances on Federal Stafford Loans before July 1, 1993, should check their promissory notes to see the additional deferments to which they are entitled.

Federal (Unsubsidized) Stafford Loan
Any student who has no eligibility for the federal interest subsidy on a Federal Stafford Loan but who meets other requirements, i.e., a citizen or permanent resident maintaining satisfactory academic progress, having costs that exceed other aid, owing no repayment on a Federal Pell Grant and not in default on a federal student loan, may be eligible for an unsubsidized Federal Stafford Loan. These loans are similar to the Federal Stafford Loans and carry the same interest rate and fee structure. In an academic year, an eligible student may borrow a maximum that is the least of $20,500, the cost of education minus other financial aid, or $20,500 minus eligibility for subsidized Federal Stafford Loans. A borrower’s cumulative principal balance on all Federal Stafford Loans, including both subsidized and unsubsidized funds, may not exceed $138,500.

Federal Grad PLUS Loan
Students may borrow up to the cost of attendance minus all other aid in Federal Grad PLUS loans through the William D. Ford Direct Loan program. These loans carry a fixed interest rate of 7.9% and have a 4% origination and guaranty fee with an up-front interest rebate of 1.5%. The rebate will be charged back on to the loan principal should the borrower fail to make the first 12 payments on time when repayment begins. There is a credit check associated with the Grad PLUS Loan. To qualify, borrowers must not have an adverse credit history which is defined as: 90 or more days delinquent on any debt or if, within the past 5 years of the date of the credit report, you have: a bankruptcy, discharge, foreclosure, repossession, tax lien, wage garnishment, or defaulted Federal Student loan.

Federal Nurse Faculty Loan Program
Funding from the Department of Health and Human Services, Health Resources and Service Administration (HRSA) supports the Nurse Faculty Loan Program to provide loans for school tuition, fees, books and other reasonable fees. Loans are forgiven up to 85 percent when graduates work as full-time faculty after graduation. This program is not based on financial need, but is available for part-time or full-time master’s or PhD students who intend to work as full-time nurse faculty for four years following graduation. Loans are allocated on an annual basis contingent on federal funding. Applicants interested in only this loan program do not need to submit a financial aid application.
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As of July 1, 2010

* Joint appointment, primary faculty position is in the GSN
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