

## EPC 14-Day Clock Memo

TO: All Faculty  
FROM: Educational Policies Committee  
SUBJECT: Notice of Curriculum Changes  
DATE: April 10, 2026

**The 14-day review period begins April 10, 2026 and ends April 24, 2026**

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This notice of Curriculum Changes is published as required by the EPC Manual, which is located in the Faculty Handbook. The following paragraph may be found in Section III, Part VI, Section 3, "Procedures Governing Revision of Curriculum and Degree Requirements":

F: Faculty members must submit objections to proposals in writing to the Chair of EPC via [facgov@plu.edu](mailto:facgov@plu.edu) within 14 days from the date listed on the 14-Day Notice of Curriculum Changes distributed by the EPC. Objections received within this 14-day period will suspend approval, pending resolution of the objections. In the event a dispute cannot be resolved, EPC will make its recommendation to the faculty for action at the next regular faculty meeting.

Complete copies of the proposals may be obtained from the Provost's Office or from Erik Hammerstrom, Chair of the Educational Policies Committee for the 2025-26 academic year.

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### Curriculum Changes for Review – Summary

- **Business** – eliminate degree
- **Communication, Media & Design Arts** – change course description, course number, title, catalog editorial change; add permanent Core Curriculum course, change minor requirement
- **Nursing** – delete courses, revise curriculum
- **Physics** – add permanent Core Curriculum course

### Curriculum Changes for Information Only – Summary

- **French & Francophone Studies** – add Core Curriculum element to a Special Topic course
- **Global and Cultural Studies** – add Core Curriculum elements to Special Topic courses
- **History** – add Core Curriculum element to a Special Topic course
- **Latino Studies** - add Core Curriculum element to a Special Topic course
- **Native American & Indigenous Studies** – change course number and title; catalog editorial change
- **Publishing & Printing Arts** – change course description

## Curriculum Changes for Review

Deletions are indicated by ~~blue strikethrough~~ | Additions are indicated in **blue bold**  
For conciseness, courses and catalog language sections that are not being changed, are not listed.

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### **BUSINESS**

Academic Year 2026-27

Type 2 – eliminate degree

Catalog

<https://www.plu.edu/catalog-2025-2026/graduate-program/degrees/>

~~Master of Science (Marketing Analytics) (M.S.) — www.plu.edu/msma/ — The Master of Science in Marketing Analytics program is on hiatus for the 2025-26 academic year~~

<https://www.plu.edu/catalog-2025-2026/graduate-program/degrees/business-marketing-analytics/>

~~Master of Science — Marketing Analytics (M.S.)~~

- ~~Catalog 2025-26~~
- ~~Graduate and Post-Baccalaureate Policies and Programs~~
- ~~Degrees (Graduate)~~

~~Master of Science — Marketing Analytics (M.S.)~~

<del>253.535.7252</del>	<del>www.plu.edu/msma/</del>	<del>business@plu.edu</del>
<del>Cameron Bennett, D.M.A., Interim Dean</del>	<del>Juanita Reed, M.Ed., Associate Dean</del>	

~~Admission~~

~~The Master of Science in Marketing Analytics program is on hiatus for the 2025-26 academic year.~~

~~The PLU M.S.M.A. program is competitive. Admission decisions are based on a holistic assessment of the individual merits of each applicant including quantitative ability, potential contribution to the classroom experience and qualities of good character. For questions regarding admission to the M.S.M.A. program, contact the M.S.M.A. director at 253.535.7252.~~

To apply submit the following:

- ~~The PLU graduate application is available online at [www.plu.edu/msma/](http://www.plu.edu/msma/)~~
- ~~A current résumé detailing work experience and community service~~
- ~~All official transcripts from higher education institutions~~
- ~~International transcripts should be translated into English. In some cases, a professional transcript evaluation may be required.~~
- ~~Statement of Professional Goals and Quantitative Skills~~
- ~~Official Graduate Management Assessment Test (GMAT) or Graduate Record Exam (GRE) (Optional)~~
- ~~Two letters of recommendation~~
- ~~Application Fee~~

International applications must also submit:

- ~~TOEFL or IELTS score report (determination of English proficiency is at the sole discretion of PLU)~~

~~The program is held fully online and in a hybrid modality. Only students in the hybrid track will be issued an I-20 for student visa applications.~~

~~An interview with the M.S.M.A. Graduate Admission Committee may be requested. Applications are evaluated individually, based on multiple factors indicating equivalence to admission standards, a promise of success in graduate school, qualities of good character, and potential contributions to the educational mission of graduate study.~~

~~Fast Track Admission~~

~~Fast Track is an abbreviated application process to the School of Business graduate programs. Students and recent alumni from PLU, any AACSB accredited schools, or any Bachelor of Applied Science programs at a community or technical college in Washington State, from any major, may be eligible to apply via this process. Applications may be submitted at any time during undergraduate studies. Eligible candidates remain admitted, provided that they complete their undergraduate degree. Please contact the program director for details.~~

~~M.S.M.A. Repeat Policy~~

~~Master of Science in Marketing Analytics students may repeat an M.S.M.A. course one time. The cumulative grade point average is computed using the highest of the grades earned. Credit toward graduation is allowed only once. Under exceptional circumstances, a student may appeal to the dean to repeat a course a second time.~~

## Master of Science – Marketing Analytics (M.S.)

36 semester hours

- Fall Semester  
16 semester hours
  - BMMA 502: Marketing Strategy and Consumer Behavior (4)
  - BMMA 504: Quantitative Marketing Research (4)
  - BMMA 508: Qualitative Marketing Research (4)
  - BMMA 587/588/589: Special Topics in Marketing Analytics (4)
  
- January Term  
4 semester hours
  - BMMA 598: Graduate Research Project in Marketing (4)
  
- Spring Semester  
16 semester hours
  - BMMA 524: Advanced Research Methods (4)
  - BMMA 526: Big Data and Digital Analytics (4)
  - BMMA 530: Data Mining (4)
  - BMMA 599: Graduate Research Project in Marketing II (4)

## Master of Science – Marketing Analytics (M.S.) – Graduate Courses

### BMMA 502 : Marketing Strategy and Consumer Behavior

Key topics in marketing strategy to identify target markets, develop/refine brands, and showcase points of parity and difference. Focuses on the thoughts and emotions of consumers, their behaviors, and their motivations to help implement strategies which are built upon innovative edge consumer behavior models. Practice Focus: In collaboration with real-world marketing challenges, students apply marketing strategies to help a business/organization improve their market position. (4)

### BMMA 504 : Quantitative Marketing Research

Methods and techniques of quantitative marketing research. Emphasis on research design, data collection, basic data analysis including chi-square, correlation, ANOVA and regression as well as interpretation and presentation of results. Students will work in groups to provide a custom research project for a business or non-profit client. (4)

### BMMA 508 : Qualitative Marketing Research

Methods and techniques of qualitative marketing research. Will examine focus groups, depth interviews, projective techniques, ethnography and other qualitative techniques. (4)

### BMMA 524 : Advanced Research Methods

Emphasis on data analysis and interpretation using multivariate techniques including principal component and factor analysis, logistical regression, discriminant analysis, cluster analysis, perceptual mapping, structural equation modeling and other techniques. Prerequisites: BMMA 502, 504, 508. (4)

#### ~~BMMA 526 : Big Data and Digital Analytics~~

~~This course provides a broad overview of analytic strategies for (structured and unstructured) data collected in interactive channels (online, mobile, social, etc). Topics covered include web analytics, big data, and key performance indicators, how to analyze the effectiveness of social media, and how to optimize the digital experience by incorporating testing and experimentation. Prerequisites: BMMA 502. (4)~~

#### ~~BMMA 530 : Data Mining~~

~~This course will examine both descriptive and predictive techniques in data mining. The core topics to be covered in this course include classification, clustering, association analysis, and forecasting with an emphasis on the use of software tools for making evidenced-based decisions. Legal and ethical restrictions on use of customer information will be discussed. Prerequisites: BMMA 502. (4)~~

#### ~~BMMA 577 : Project Management~~

~~Study of project management principles and techniques including planning, network building, project control, reporting, and closing to address the unique conditions and challenges associated with designing and managing major non-repetitive undertakings. (4)~~

#### ~~BMMA 587 : Special Topics in Marketing Analytics~~

~~To provide graduate students with new and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)~~

#### ~~BMMA 588 : Special Topics in Marketing Analytics~~

~~To provide graduate students with new and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)~~

#### ~~BMMA 589 : Special Topics in Marketing Analytics~~

~~To provide graduate students with new and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)~~

#### ~~BMMA 591 : Independent Study~~

~~To provide individual graduate students graduate-level study not available in the regular curriculum. The title will be listed on the student term-based record as IS: followed by the specific title designated by the student. (1 to 4)~~

#### ~~BMMA 598 : Graduate Research Project in Marketing I~~

~~Application of learned marketing research and analytics skills. Students interact with clients to develop a detailed capstone project proposal with hands-on support from faculty to solve real-world marketing decision problems. Students will complete secondary data and qualitative data collection and analysis thus laying the foundation for quantitative research in Capstone Part II. Option for more theoretical academic capstone project. Field~~

~~experience in data analytics to include industry site visits. Prerequisites: BMMA 502, 503, 504, 508. (4)~~

~~BMMA 599: Graduate Research Project in Marketing II~~

~~Students will work independently with faculty to complete the marketing research project and write a publishable research article with intent to submit to a targeted journal.~~

~~Prerequisite: BMMA 598. (4)~~

## **COMMUNICATION, MEDIA & DESIGN ARTS**

Academic Year 2026-27

Type 1 & 2 – change course description, course number, title, catalog editorial change; add permanent Core Curriculum course, change minor requirement

Catalog

### **Bachelor of Fine Arts (B.F.A.) Degree**

#### **Major in Studio Arts, Concentration in Graphic Design**

*70-76 semester hours*

- **Foundation Courses (16):**

- ARTD 101: Drawing 1 (4)
- ARTD 102: 2D Design/Color Theory (4)
- ARTD 201: Drawing 2: Figure Drawing (4)
- ARTD 202: 3D Design (4)

- **Technique Courses (24)**

- Go to [www.plu.edu/comm-media-designarts/documents](http://www.plu.edu/comm-media-designarts/documents) to view specific courses fulfilling requirements.
- Two-dimensional courses (8)
- Three-dimensional courses (8)
- Photography course (4)
- Technology course (4)

- **Understanding Art/Culture Courses (12)**

- ARTD 180: ~~History of Western Art I~~ **Art History I: Prehistory to the Medieval World** (4)
- ARTD 181: ~~History of Western Art II~~ **Art History II: 1350 to 1900** (4)
- Upper-division Art History (4)

- **Artistic Practice Courses (16)**

- ARTD 110: Graphic Design 1
- ARTD 210: Graphic Design 2
- ARTD 310: Graphic Design 3
- ARTD 410: Graphic Design 4

- **Keystone/Capstone Courses (2 to 8)**

- ARTD 499A: Keystone (1 to 4)
- ARTD 499B: Capstone (1 to 4)

## **Bachelor of Arts (B.A.) Degree**

### **Major in Art History**

*38-40 semester hours*

- ARTD 180: ~~History of Western Art I~~ **Art History I: Prehistory to the Medieval World** (4)
- ARTD 181: ~~History of Western Art II~~ **Art History II: 1350 to 1900** (4)
- ~~ARTD 280: Art Methodology and Theory~~ **ARTD 375 Practicing Art History** (4)
- ARTD 499B: Capstone (2 to 4)
- Studio Arts Courses (8)
- Art History Courses (16)

### **Major in Studio Arts**

*42-44 semester hours*

- ARTD 101: Drawing 1 (4)
- ARTD 102: 2D Design/Color Theory (4)
- ARTD 202: 3D Design (4)
- ARTD 499A: Keystone (1 to 4)
- ARTD 499B: Capstone (1 to 4)
  
- **Technique Courses (16):**
  - Two-dimensional course (4)
  - Three-dimensional courses (8)
  - Photography course (4)
  
- **Understanding Art/Culture Courses (12):**
  - ARTD 180: ~~History of Western Art I~~ **Art History I: Prehistory to the Medieval World** (4)
  - ARTD 181: ~~History of Western Art II~~ **Art History II: 1350 to 1900** (4)
  - Upper-division Art History (4)

Students may apply independent study ARTD 491: Special Projects on a case-by-case basis subject to approval by the department chair.

Courses in teaching methods may not be applied to the major.

### **Course Areas**

- **Studio Courses** (*All studio courses require a lab fee in addition to tuition*): 101, 102, 110, 201, 202, 210, 220, 230, 250, 310, 315, 320, 330, 350, 355, 365, 370, 410, 420, 425, 430, 450, 465, 466, 470, 483; ENGL 313, 314; PPAP 321, 322

- **History and Theory Courses:** 180, 181, ~~280~~, ~~379~~, 380, ~~381~~, ~~382~~, 383, ~~384~~, ~~480~~, ~~481~~, ~~482~~, 484, ~~490~~

[ NB: Some of the deletions here are cleanups from previous catalog language; 381, 382, 480, 481, and 482 no longer exist in the catalog but have yet to be removed from this section.]

## Minors

### Art History

24 semester hours, including:

- ARTD 180 and ARTD 181 (8)
- Art history/theory electives (12)
- Studio Arts elective (4)
- Non-concentration courses, practical design courses (ARTD 110, 210, 310), and courses in teaching methods (EDUC 340) may not be applied to the minor.

### Communication

16 semester hours

Courses selected in consultation with an advisor. At least 4 of the 16 semester hours must be upper-division (300 or 400-level).

### Publishing and Printing Arts

24 semester hours

See the description of the minor under Publishing and Printing Arts.

### Studio Arts

20 semester hours, including:

- ~~ARTD 380: Modern Art~~ **Art History course, chosen from ARTD 180, 181, 375, 380, 381, 382, or 383** (4)
- Two-dimensional course, based on concentration area (4)
- Three-dimensional course, based on concentration area (4)
- Studio Arts electives drawn from upper-division courses (8)
- Courses in teaching methods (EDUC 340) may not be applied to the minor.

Students pursuing a B.F.A. or B.A. in studio arts may minor in art history, but not studio arts, which is reserved for non-majors. Students pursuing a B.A. in art history may minor in studio arts.

## Courses

### **Art & Design (ARTD) - Undergraduate Courses**

#### **ARTD 101 : Drawing I - CX**

A course dealing with the basic techniques and media of drawing. (4)

#### **ARTD 102 : 2D Design/Color Theory - CX**

This course combines course work in color and composition. Students will develop a better understanding in pictorial composition, color theory, patterning, materials, and methods in the two-dimensional arts, perspective, and a range of conceptual design strategies. Required for all B.A./B.F.A. majors. (4)

#### **ARTD 110 : Graphic Design 1 - CX**

An introduction to design in the digital age, covering foundational techniques, principles of color theory, composition strategies, and the essential use of digital tools in the design workflow. (4)

#### **ARTD 180 : ~~History of Western Art I~~ Art History I: Prehistory to the Medieval World - CX**

~~A survey tracing the development of Western art and architecture from prehistory to the end of the Middle Ages.~~ **A survey of the development of art and architecture from the Paleolithic era to the end of the Middle Ages.** (4)

#### **ARTD 181 : ~~History of Western Art II~~ Art History II: 1350 to 1900 - CX**

~~A survey of Western art and architecture from the Renaissance to the 20th century.~~ **A survey of the development of art and architecture from the late 14<sup>th</sup> through the 19<sup>th</sup> centuries** (4)

#### **ARTD 201 : Drawing 2: Figure Drawing - CX**

Drawing taken beyond the basics of 101. Expansion of media forms and solutions to compositional problems. Possibility of pursuing special individual interests, with permission. Prerequisite: ARTD 101 or consent of instructor. (4)

#### **ARTD 202 : 3D Design - CX**

Students will develop an understanding in three-dimensional design with an emphasis on spatial awareness, problem-solving, and the many varieties of sculptural form. Required for all B.A. and B.F.A. majors. (4)

#### **ARTD 210 : Graphic Design 2**

Develop creative problem-solving skills with a focus on typography, page layout, and the use of digital tools in the design workflow. This course takes a methodical approach, with projects aimed at mastering these essential elements. Prerequisite: ARTD 110 or consent of instructor. (4)

**ARTD 220 : Photography I: BW Photography - CX**

A studio class in photography as an art form. Primary concentration in basic camera and darkroom techniques. Students produce a portfolio of prints with an emphasis on creative expression and experimentation. (4)

**ARTD 230 : Ceramics 1 - CX**

Introduction to ceramic materials, tools, and techniques including hand-built and wheel-thrown methods and glaze application. Includes a survey of ceramic art. (4)

~~**ARTD 280 : Art Methodology and Theory - CX**~~~~Explores art historical and critical methods used for the analysis of art, including formalism, iconography, iconology, economic/social contexts, psychology, feminism, and structuralism/semiotics. Relates methods to broader cultural theories from Kant to Edward Said. (4)~~**ARTD 287 : Special Topics in Art**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**ARTD 288 : Special Topics in Art**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**ARTD 289 : Special Topics in Art**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**ARTD 291 : Directed Study**

To provide individual undergraduate students with introductory study not available in the regular curriculum. The title will be listed on the student term-based record as DS: followed by the specific title designated by the student. (1 to 4)

**ARTD 310 : Graphic Design 3**

Design and execution of printed materials; emphasis on technical procedures and problems in mass communication. Prerequisite: ARTD 210 or consent of instructor. (4)

**ARTD 315 : The Art of the Book I - CX**

This studio course explores the history, aesthetics and creative dimensions of book design and typography. Prerequisite: Declared PPA minor or permission of instructor. Cross-listed with PPAP 321, ENGL 313. (4)

**ARTD 320 : Photography 2: Digital Photography - CX**

An introduction to computer-assisted photography in which students learn applications,

develop aesthetic strategies, and engage the ethical issues of this new technology. Emphasis on creative exploration and problem solving within the Macintosh environment. May be taken twice. (4)

**ARTD 330 : Ceramics 2**

Advanced techniques in ceramic construction and experiments in glaze formation. Focus on form and craftsmanship. Prerequisite: ARTD 230 or consent of the instructor. (4)

**ARTD 355 : 3D Digital Modeling - CX**

An introduction to three-dimensional modeling. Students will learn to design and manipulate objects in 3D digital space. (4)

**ARTD 365 : Painting I**

Media and techniques of painting in oil or acrylics. Prerequisite: ARTD 101. (4)

**ARTD 370 : Printmaking 1**

Methods and media of fine art printmaking; both hand and photo processes involving lithographics, intaglio, and screen printing. Prerequisite: ARTD 101 or consent of instructor. (4)

**ARTD 375 : Practicing Art History Explores the methods used in the study of the history of art and architecture, as well as the history and development of the discipline, through a range of examples from diverse periods and cultures. (4)**

**ARTD 379 : Monuments and Memory in Art – CX Explores 20th and 21st-century art’s engagement with the past, with the construction of history, and with memory and commemorative practice. (4)**

**ARTD 380 : Modern Art - CX**

The development of art from 1900 to the present, with a brief look at European and American antecedents as they apply to contemporary directions. (4)

**ARTD 383 : Studies in Art History - CX**

A selected area of inquiry, such as a history of American art, Asian art, the work of Picasso, or similar topics. May be repeated for credit. (4)

**ARTD 384 : Gender and Identity in Art - CX Studies the effects of race and class on the construction of femininity and masculinity in art and visual culture in the United States and in Europe, with an emphasis on 19th and 20th century modernism. May not be repeated for credit. (4)**

**ARTD 387 : Special Topics in Art**

This course is intended for unique opportunities to explore artistic expression, provided by visiting artists or artists in residence who intend to focus on a particular style, element or technique used in creative and artistic expression. (1 to 4)

**ARTD 388 : Special Topics in Art**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**ARTD 389 : Special Topics in Art**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**ARTD 410 : Graphic Design 4**

Design and execution of printed materials; emphasis on technical procedures and problems in mass communication. Explores advanced techniques with multiple color, typography, and other complex problems. Prerequisite: ARTD 310 or consent of instructor. (4)

**ARTD 465 : Painting 2**

Media and techniques of painting in oil or acrylics. May be taken twice. Prerequisite: ARTD 365 or consent of instructor. (4)

**ARTD 466 : Painting 3**

Explore and develop student's portfolio of work within the area of painting. Independent project emphasis with instructor's input. Emphasis on student's development of individual style and problem solving. May be taken twice. Prerequisite: ARTD 365 or consent of instructor. (4)

**ARTD 470 : Printmaking 2**

Methods and media of fine art printmaking; both hand and photo processes involving lithographics, intaglio, and screen printing. May be taken twice. Prerequisite: ARTD 370 or consent of instructor. (4)

**ARTD 483 : Studio Practice**

This course is focused on the student's individual research towards the capstone exhibition in collaboration with their faculty mentor or advisor. Requires senior standing and may be taken twice for credit. Required for all BFA majors. (1 to 4)

**ARTD 484 : Research in Art History - Theory**

A tutorial course for major students with research into a particular aspect of art history or theory. May be repeated for credit. Prerequisites: senior status, consent of instructor and program approval by department faculty. (1 to 4)

**ARTD 487 : Special Topics in Art**

This course is intended for unique opportunities to explore artistic expression provided by visiting artists or artists in residence who intend to focus on a particular style, element, or technique used in creative and artistic expression. (1 to 4)

**ARTD 488 : Special Topics in Art**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**ARTD 489 : Special Topics in Art**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

~~ARTD 490 : Gender and Art - CX~~~~Studies the effects of race and class on the construction of femininity and masculinity in art and visual culture in the United States and in Europe, with an emphasis on 19th and 20th century modernism. May not be repeated for credit. (4)~~**ARTD 491 : Independent Studies: Special Projects**

Exploration of the possibilities of selected studio areas, including experimental techniques. Emphasis on development of individual styles, media approaches, and problem solutions. May be repeated for credit. Prerequisites: junior status, minimum of two courses at 200 level or above in affected medium with minimum 2.50 GPA, consent of instructor and department chair. (1 to 4)

**ARTD 495 : Internship**

To permit undergraduate students to relate theory and practice in a work situation. The title will be listed on the student term-based record as Intern: followed by the specific title designated by the instructor in consultation with the student. (1 to 12)

**ARTD 499A : Keystone - SR**

This "Keystone" course is intended for upper-division students to develop the process of educational assessment and program competencies. Focus is on integrating student learning objectives with student experience through initial development of portfolio projects and other assignments. Not repeatable. One of two courses required to fulfill the Senior Seminar General Education Element. Recommended as two semester hours. (1 to 4)

**ARTD 499B : Capstone - SR**

Capstone course for the BA in Studio Arts or Art History and the BFA in Graphic Design. Focus is on integrating student learning objectives with student experience through development and presentation of portfolio projects and other assignments. One of two courses required to fulfill the Senior Seminar General Education Element. Prerequisite: Must have completed and passed ARTD 499A. Recommended as two semester hours. (1 to 4)

## NURSING

Academic Year 2027-28

Type 2 – delete courses, revise curriculum

### Catalog

M.S.N. program page: <https://www.plu.edu/catalog-2025-2026/graduate-program/degrees/nursing-M.S.N./>

#### Master of Science in Nursing (M.S.N.)

253.535.7674	<a href="http://www.plu.edu/M.S.N/">www.plu.edu/M.S.N/</a>	nurs@plu.edu
Rhoberta Haley, Ph.D., Dean		

**The Master of Science in Nursing (M.S.N.) program prepares registered nurses with a Bachelor’s degree for advanced practice as nurse practitioners or generalists. Building on previous nursing education, the program emphasizes evidence-based, patient-centered care across diverse health care settings.**

#### Master of Science in Nursing Entry Pathways

**The Master of Science in Nursing program offers three distinct pathways to entry, accommodating students with varying educational and professional backgrounds:**

~~The School of Nursing offers three program options leading to the Master of Science in Nursing degree, each differing in the degree requirements for entry:~~

- Traditional Master of Science in Nursing (M.S.N.) program is designed for ~~prepared~~ registered nurses with a Bachelor of Science in Nursing (B.S.N.)
- The RN-B to M.S.N. program is designed for registered nurses with a baccalaureate degree in a non-nursing field. **While it does not confer a BSN degree, it recognizes previous academic success and RN licensure as the essential groundwork for graduate study. Students in this track follow the traditional M.S.N. curriculum, with the requirement for additional coursework established through an individualized gap analysis to ensure the development of necessary competencies.**
- The Entry-Level Master of Science in Nursing program is ~~a 27-month accelerated program designed for students with a prior non-nursing baccalaureate degree to earn RN licensure and achieve the M.S.N. degree.~~ **designed for individuals who are not licensed nurses and hold a non-nursing bachelor’s degree or higher. It begins**

with a pre-licensure program focused on foundational nursing knowledge and competencies. Upon successful completion of this phase, students are eligible to sit for the NCLEX-RN licensure examination and continue directly into the graduate-level M.S.N. curriculum.

### Membership

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN).

### Accreditation and Approval

The M.S.N. program is accredited and approved by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

### M.S.N. Application Priority Deadlines

M.S.N. candidates may apply for admission at any time during the year; however, application by the indicated program-specific priority deadline will enhance applicants' potential for admission and for arranging financial assistance.

- B.S.N. to M.S.N.: March 1/Rolling admissions for the following Fall Semester.
- RN-B to M.S.N.: November 15/Rolling admissions for the following Summer (June).
- Entry-Level M.S.N.: December 1 is a priority deadline for admissions for the following Summer (early June).

### Admission Criteria

The following are the minimum criteria for consideration of admission to the Master of Science in Nursing program. Admission to the School of Nursing programs are competitive; meeting minimum criteria does not guarantee admission:

- Completion of a baccalaureate degree from a regionally-accredited college or university.
- B.S.N. to M.S.N. applicants only: Hold a baccalaureate degree in nursing from a nationally-accredited school of nursing.
- B.S.N to M.S.N. and RN-B applicants only: Hold an active, unencumbered Washington State RN license or a Multi-State License from their home state of record under the Nurse License Compact.

- ~~A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work.~~
- ~~Minimum grade of 2.67 (B-) on a 4.00 scale in each prerequisite course.~~
- ~~Submission of application.~~
- ~~Submission of School of Nursing Addendum packet, which includes:
 
  - ~~Questions Relative to Licensure;~~
  - ~~Policy/Procedures for students who have attended another school of nursing; and~~
  - ~~Policy/Procedures Regarding English Proficiency; and~~
  - ~~Essential Qualifications of Nurses preparing for Professional Practice.~~~~
- ~~Official transcripts from each college and university attended;~~
- ~~Professional résumé.~~
- ~~Statement of professional goals.~~
- ~~Two letters of recommendation.~~
- ~~Civil, administrative and criminal history clearance in all states as well as any other applicable territory or country.~~
- ~~Fluency in speaking, reading, writing and comprehending graduate-level English (see policy and procedures in the Graduate Application Addendum).~~
- ~~Any Entry-Level M.S.N. applicant who has previously attended any school or college of nursing must submit a letter of good standing.~~
- ~~Any B.S.N.- M.S.N. applicant who have previously attended any graduate nursing program must submit a letter of good standing.~~

### Program Prerequisites

~~All prerequisite courses must be completed at an accredited college or university with a minimum grade of 2.67 (B-) or higher on a 4.00 scale before beginning the nursing program. Prerequisites vary for the M.S.N. program options; see individual program descriptions for a detailed list of prerequisite course requirements.~~

### Advance Deposit

~~There are limitations on the numbers of students accepted into the M.S.N. programs and concentrations each year. Applicants accepted into the program are required to make a non-refundable \$300 advance tuition payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.~~

### Program Requirements

~~All admitted nursing students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:~~

- ~~Immunization and health status;~~

- ~~CPR certification;~~
- ~~Comprehensive personal health insurance; and~~
- ~~Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.~~
- ~~Please note that, due to clinical site availability, students may be required to participate in clinicals any day of the week and shifts may be day, evening, or night shift.~~

~~In addition to these requirements, all B.S.N. to M.S.N. and RN-B to M.S.N. students in M.S.N. concentration coursework must also provide documentation of:~~

- ~~Unrestricted licensure as a registered nurse in the State of Washington or a Multi-State License from their home state of record under the Nurse License Compact.~~

### ~~Additional Costs~~

~~Course fees are charged to each student's account each semester. These fees support the purchase of equipment, materials, and supplies in the practice labs and Learning Resource Center, clinical placements, external testing measures, as well as computer materials and software. The fee is paid with tuition following registration. In addition to regular university costs, students must provide their own transportation between the University campus and the clinical areas beginning with the first nursing course. Clinical placement sites may vary in location and distance from campus. Students should be prepared to travel to clinical sites as assigned. Public transportation is limited, so provision for private transportation is essential. Health requirement fees, laboratory fees, student uniforms, textbooks, other learning materials, and any necessary equipment are the responsibility of the student.~~

### ~~Continuation Policies~~

- ~~All nursing courses are sequential. For admitted students, completion of all courses in one semester is prerequisite to enrollment in the next semester's courses. Failure to progress according to the program plan for any reason may result in dismissal or a significant delay in graduation.~~
- ~~A minimum grade of 2.0 on a 4.00 scale must be achieved in all required prelicensure (300-400 level) nursing courses. A student receiving a grade less than a 2.0 in any course that is prerequisite to another nursing course may not continue in the prelicensure nursing sequence until the prerequisite course is repeated with a grade of 2.0 or above on a 4.00 scale. A minimum grade of 3.00 on a 4.00 scale (B) must be achieved in all graduate-level classes (500+ level). No course may be repeated more than one time.~~
- ~~M.S.N. students must maintain a cumulative GPA of 3.00 on a 4.00 scale in all prelicensure and graduate nursing courses.~~

- ~~Withdrawal from a course in failing status is considered equivalent to a course failure.~~
- ~~Failure or withdrawal in failing status from any two nursing courses will result in dismissal from the School of Nursing.~~
- ~~Incomplete grades in nursing courses must be converted to a passing grade before the first day of class of the subsequent term.~~
- ~~Students taking approved withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Nursing Student Handbook on a space-available basis, noting that they may be subject to new program requirements.~~
- ~~The School of Nursing reserves the right to withdraw nursing students who fail to achieve and maintain academic or clinical competence, or who do not demonstrate professional accountability or conduct. Unsafe and/or unethical practice constitutes grounds for immediate dismissal from the clinical component and/or the program.~~
- ~~All students must comply with confidentiality according to Health Insurance Portability and Accountability Act (HIPAA), School of Nursing, and University regulations.~~
- ~~Other policies regarding progression/continuation are found in the School of Nursing Student Handbook.~~

### ~~Drug Testing Policy~~

~~Students may be required to undergo drug screening if mandated by a clinical agency as a condition of participation in clinical experiences.~~

### ~~Advising~~

~~The advising, admission, and student support coordinator for the School of Nursing typically completes initial advising and program planning with applicants and admitted students. M.S.N. applicants are strongly encouraged to seek advising prior to applying to the program. Upon matriculation, all students are assigned a graduate faculty advisor.~~

### ~~Non-Matriculated Students~~

~~B.S.N.-prepared registered nurses may, with permission from the Nursing department, enroll in up to nine semester hours of M.S.N. courses on a non-matriculated basis with Nursing department approval. Non-matriculated students are by definition non-degree seeking individuals. For more information on non-matriculated status, see the **Graduate School policies**.~~

## M.S.N. Program for B.S.N. Prepared Registered Nurses

The traditional Master of Science in Nursing program is designed for Bachelor of Science in Nursing (B.S.N.) prepared registered nurses. The sequence of study recognizes the academic and professional success of the nursing graduate as groundwork for graduate study. ~~A limited number of candidates is admitted each year and admission is competitive.~~

The Master of Science (M.S.N.) degree prepares professional nurses for advanced nursing roles. The M.S.N. curriculum is evidence-based and practice-oriented. ~~, and consists of a common core (theory, advanced practice roles, evaluation and outcomes research, leadership and management, and advanced health promotion), specialty didactic and clinical/practicum experiences, and a capstone course (Scholarly Inquiry or Thesis).~~ Each M.S.N. student completes coursework leading to one of ~~two tracks: Clinical Nurse Leader (CNL) or Certified Nurse Educator (CNE).~~ **three tracks: Generalist, Family Nurse Practitioner, or Psychiatric Mental Health Nurse Practitioner.**

~~M.S.N. core requirements may be completed in 11 months full-time. Part-time study is an option for students in the B.S.N. to M.S.N. track. Graduate-level nursing classes are structured to accommodate part-time employment in nursing.~~

~~The M.S.N. program is designed to equip nurses with the knowledge and skills to lead change, promote health and elevate care in various roles and settings. The core M.S.N. curriculum prepares an advanced generalist, who has the knowledge and skills required for all masters-prepared nurses as determined by the AACN Essentials of Master's Education in Nursing (2021). In the Clinical Nurse Leader (CNL) track, students meet the competencies for the Clinical Nurse Leader role through immersion in the CNL role in the clinical setting. The M.S.N. Certified Nurse Educator (CNE) track meets the competencies for the Clinical Nurse Educator role through immersion in the CNE role and completion of internship. Students will select a track (either CNL or CNE) at acceptance to the program. This will be noted on their Academic Progression Contract (APC) and kept on file in the School of Nursing. Minimum 500 post-licensure clinical/experience hours required for graduation with M.S.N.~~

## Master of Science in Nursing Degree Requirement

- **M.S.N. Core Generalist**

~~25~~ **39** semester hours

- ~~○ GNUR 523: Role of the Advanced Nurse (2)~~
- ~~○ GNUR 525: Theoretical Foundations (3)~~
- ~~○ GNUR 526: Nursing Leadership and Management (3)~~
- ~~○ GNUR 527: Evaluation and Outcomes Research (3)~~
- ~~○ GNUR 534: Informatics in Nursing and Healthcare (2)~~
- ~~○ GNUR 541: Advanced Health Assessment and Health Promotion (3)~~
- ~~○ GNUR 542: Advanced Pathophysiology and Pharmacology for Nursing Practice (2)~~
- ~~○ GNUR 544: Advanced Nursing Management of Illness and Disease (4)~~

- ~~GNUR 596: Scholarly Inquiry in Nursing Practice (2)~~
- **GNUR 501: Advanced Pathophysiology (3)**
- **GNUR 502: Advanced Pharmacology (3)**
- **GNUR 503: Advanced Physical Assessment (4)**
- **GNUR 521: Leadership in Populations Health & Policy (4)**
- **GNUR 545: Teaching Strategies & Scholarship (5)**
- **GNUR 546: Nursing Education & Informatics (2)**
- **GNUR 547: Curriculum Design & Evaluation (5)**
- **GNUR 548: Scholarship & Writing (3)**
- **GNUR 594: M.S.N. Project (4)**
- **GNUR 602: Translational Scholarship & QI (3)**
- **GNUR 603: Applied Statistics (3)**
  
- **M.S.N. Clinical Nurse Leader (CNL) Track Family Nurse Practitioner**  
*Minimum 12-50 semester hours*
  - ~~GNUR 530: Resource Management (3)~~
  - ~~GNUR 531: Clinical Outcomes Management I (4)~~
  - ~~GNUR 532: Clinical Outcomes Management II (5)~~
  - **GNUR 501: Advanced Pathophysiology (3)**
  - **GNUR 502: Advanced Pharmacology (3)**
  - **GNUR 503: Advanced Physical Assessment (4)**
  - **GNUR 504: Adv. Practice Roles & Leadership (3)**
  - **GNUR 505: Clinical Inquiry & EBP (3)**
  - **GNUR 506: Clinical Informatics & DX (3)**
  - **GNUR 507: Population Health & Prevention (3)**
  - **GNUR 508: Transition to Practice (3)**
  - **GNUR 509 FNP 1: Foundations of Primary Care (4)**
  - **GNUR 510 FNP 2: Acute & Mental Health (4)**
  - **GNUR 511 FNP 3: Gender & Lifespan Care (4)**
  - **GNUR 512 FNP 4: Chronic Disease (4)**
  - **GNUR 513 FNP Diagnostics & Procedures (3)**
  - **GNUR 597 FNP Capstone: Complex Primary Care (6)**
  
- **M.S.N. Certified Nurse Educator (CNE) Track Psychiatric Mental Health Nurse Practitioner**  
*Minimum 12-50 semester hours*
  - ~~GNUR 538: Program Development (3)~~
  - ~~GNUR 550: Curriculum, Instruction, and Evaluation (3)~~
  - ~~GNUR 595: Internship (6 to 12)~~
  - **GNUR 501: Advanced Pathophysiology (3)**
  - **GNUR 502: Advanced Pharmacology (3)**
  - **GNUR 503: Advanced Physical Assessment (4)**
  - **GNUR 504: Adv. Practice Roles & Leadership (3)**
  - **GNUR 505: Clinical Inquiry & EBP (3)**
  - **GNUR 506: Clinical Informatics & DX (3)**
  - **GNUR 507: Population Health & Prevention (3)**

- GNUR 508: Transition to Practice (3)
- GNUR 514 PMHNP I Didactic & Clinical (4)
- GNUR 515 PMHNP II Didactic & Clinical (4)
- GNUR 516 PMHNP III Didactic & Clinical (4)
- GNUR 517 PMHNP IV Didactic & Clinical (4)
- GNUR 518 Psychopharmacology (3)
- GNUR 598 PMHNP Capstone (6)

## **RN-B TO M.S.N. Program for Registered Nurses with a Non-Nursing Bachelor's Degree**

~~This program is currently on hiatus.~~

The RN-B to M.S.N. Program is designed to allow registered nurses with a previous non-nursing bachelor's or higher degree to earn the M.S.N. degree ~~in the Care and Outcomes Manager, Advanced Generalist area of focus; this program does not confer the B.S.N. degree. The sequence of study recognizes the academic success of the non-nursing graduate and RN licensure as groundwork for graduate study. The program is academically intensive to assure the student of adequate development as a master's prepared advanced generalist by the completion of the RN-B to M.S.N. program, but is structured to maximize the participant's ability to sustain employment. A limited number of candidates is admitted each year and admission is competitive.~~ **While this program does not confer a BSN degree, it recognizes previous academic success and RN licensure as the essential groundwork for graduate study. Students in this track follow the traditional M.S.N. curriculum, with the requirement for additional coursework established through an individualized gap analysis to ensure the development of necessary competencies.**

All students are admitted to the RN-B to M.S.N. program in the ~~Advanced Generalist track focus, which is part of the Care and Outcomes Manager (COM) Concentration.~~ Enrolled RN-B to M.S.N. students who demonstrate a strong potential for success in a specialty may, when space allows, apply to be considered for selection into clinical specializations, ~~such as COM-Clinical Nurse Educator focus, etc. RN-B to M.S.N. students must apply and be selected for a change of COM focus area or concentration at the completion of the first semester of M.S.N. core coursework. Students who do not apply or are not selected for participation in an alternative COM focus area remain in the COM-Advanced Generalist M.S.N. program. Admission to the RN-B to M.S.N. program does not guarantee progression into any other COM focus area or specializations (GNL, Educator, etc.); admission to specialties is highly selective and space is not guaranteed or reserved for RN-B to M.S.N. students. Students admitted to a specialty will incur additional time and expense, and depending on the specialty, are advised that intensive practica may impact their ability to work outside the program.~~

~~RN-B to M.S.N. students follow the traditional M.S.N. Advanced Generalist curriculum (see above), with the additional requirement of NURS 430: Situations with Communities (5 semester hours). NURS 430 is offered Spring and Fall Semesters at PLU. Enrollment in~~

~~NURS 430 at PLU requires approval; space is limited). Nursing courses taken off-campus toward fulfillment of this requirement must be approved for equivalency by the dean of the School of Nursing prior to admission to the program.~~

## **Entry-Level Master of Science in Nursing Program**

The Entry-Level M.S.N. is a cohort program designed to prepare candidates **who are not licensed nurses and hold with** a previous bachelor's or higher degree to gain RN licensure and the M.S.N. degree. The sequence of study recognizes the academic success of the non-nursing graduate ~~by providing a focused immersion into nursing followed by graduate study. Students do not receive a B.S.N. degree, but following successful completion of the first 15 months of study, they are eligible to sit for the NCLEX-RN for registered nurse licensure and to continue in the M.S.N curriculum. A limited cohort is admitted each year and admission is competitive.~~ **It begins with a pre-licensure program focused on foundational nursing knowledge and competencies. Upon successful completion of this phase, students are eligible to sit for the NCLEX-RN licensure examination and continue directly into the graduate-level M.S.N. curriculum.**

The Entry-Level M.S.N. program is clinically and academically intensive to assure the student of adequate exposure to the RN role and responsibilities. ~~Entry-Level M.S.N. students must maintain full-time status throughout their entire program of study. Prior to entering graduate-level studies, Entry-Level M.S.N. students participate in a 15-month intensive program at the undergraduate level leading to RN eligibility. During the pre-licensure program component, outside employment is not recommended because it may significantly impair student performance. After obtaining RN licensure midway through the program, the students are encouraged and expected to work part-time as nurses while enrolled full-time in graduate-level courses. Participation in an RN residency program, however, is not recommended because scheduling conflicts with nursing courses and residency hours may significantly impair student performance. Students are expected to complete the entire 27-month program with their cohort.~~

**Please note:** Students withdrawing from the Entry-Level M.S.N. program after RN licensure, but before completing the graduate degree, will not have an academic nursing degree from PLU, and may not be able to sustain/obtain licensure in the State of Washington and/or other states.

## **Entry-Level M.S.N. Pre-Licensure & Post-Licensure Coursework, Core, and CNE/CNL Track Curriculum**

~~56~~ **64** semester hours (pre-licensure)

~~37~~ **39** semester hours **for Generalist M.S.N.** (post-licensure, at minimum)

**50 semester hours for Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner**

- **Prerequisite Courses**

- Introductory Statistics (including inferential and descriptive)
- Human Anatomy and Physiology I (with lab)
- Human Anatomy and Physiology II (with lab)
- Introductory Microbiology (with lab)
- Lifespan Developmental Psychology
- Nutrition

- **Pre-Licensure Coursework**

- ~~GNUR 305: Patho/Pharm I (4)~~
- ~~GNUR 306: Foundations of Care Delivery/Health Promotion (3)~~
- ~~GNUR 307: Health & Physical Assessment (3)~~
- ~~GNUR 308: Clinical Practicum I (3)~~
- ~~GNUR 309: Professional Foundations & Principles of Leadership (2)~~
- ~~GNUR 310: Scholarly Writing Concepts (1)~~
- ~~GNUR 311: Patho/Pharm II (2)~~
- ~~GNUR 314: Care of Chronic Conditions (3)~~
- ~~GNUR 315: Psych/Mental Health (2)~~
- ~~GNUR 316: Clinical Practicum II (5)~~
- ~~GNUR 401: Care of Complex Conditions (3)~~
- ~~GNUR 402: Patho/Pharm III (2)~~
- ~~GNUR 403: Clinical Practicum III (5)~~
- ~~GNUR 404: Healthcare Diversity (4)~~
- ~~GNUR 405: Informed Practice (2)~~
- ~~GNUR 406: Continuity of Care (3)~~
- ~~GNUR 407: Clinical Practicum IV (6)~~
- ~~GNUR 483: Transition to Practice (1)~~
- ~~GNUR 499: Capstone Project (2)~~
- **GNUR 320 Fundamentals of Nursing**
- **GNUR 330 Health & Physical Assessment**
- **GNUR 340 Pathophysiology**
- **GNUR 350 Pharmacology**
- **GNUR360 Nursing Care of Adults I**
- **GNUR 370 Research, Theory, & EBP**
- **GNUR 380 Mental Health Nursing**
- **GNUR 390 Diversity & Population Health**
- **GNUR 420 Nursing Care of Adults II**
- **GNUR430 Gerontological Nursing**
- **GNUR 440 Pediatric Nursing**
- **GNUR 450 Maternal Newborn Nursing**
- **GNUR460 Applied Nursing I: Informatics**
- **GNUR 470 Community Health Nursing**
- **GNUR 480 Applied Nursing II: Leadership**
- **GNUR 496 Transition to Practice**
- **GNUR 497 Capstone**
- **GNUR 499 Independent Study**

After completing the pre-licensure curriculum and upon successfully obtaining RN licensure in Washington State, students continue the ~~Entry-Level~~ M.S.N. curriculum. ~~Students will select a track (either CNL or CNE) no later than the end of Summer Semester before the M.S.N. curriculum begins. This will be noted on their Academic Progression Contract (APC) and kept on file in the School of Nursing. Minimum 500 post-licensure clinical/experience hours required for graduation with M.S.N.~~

- **M.S.N. Core Generalist Coursework**

- ~~○ GNUR 523: Roles of the Advanced Nurse (2)~~
- ~~○ GNUR 525: Theoretical Foundations (3)~~
- ~~○ GNUR 526: Leadership and Management (3)~~
- ~~○ GNUR 527: Evaluation and Outcomes Research (3)~~
- ~~○ GNUR 534: Informatics and Nursing and Healthcare (2)~~
- ~~○ GNUR 541: Advanced Health Assessment and Health Promotion (3)~~
- ~~○ GNUR 542: Advanced Pathophysiology and Pharmacology for Nursing Practice (3)~~
- ~~○ GNUR 544: Advanced Nursing Management of Illness and Disease (4)~~
- ~~○ GNUR 596: Scholarly Inquiry in Nursing Practice (2)~~
- **GNUR 501: Advanced Pathophysiology (3)**
- **GNUR 502: Advanced Pharmacology (3)**
- **GNUR 503: Advanced Physical Assessment (4)**
- **GNUR 521: Leadership in Populations Health & Policy (4)**
- **GNUR 545: Teaching Strategies & Scholarship (5)**
- **GNUR 546: Nursing Education & Informatics (2)**
- **GNUR 547: Curriculum Design & Evaluation (5)**
- **GNUR 548: Scholarship & Writing (3)**
- **GNUR 594: M.S.N. Project (4)**
- **GNUR 602: Translational Scholarship & QI (3)**
- **GNUR 603: Applied Statistics (3)**

- **M.S.N. Clinical Nurse Leader (CNL) Track Family Nurse Practitioner Coursework**  
*Minimum 12 50 semester hours*

- ~~○ GNUR 530: Resource Management (3)~~
- ~~○ GNUR 531: Clinical Outcomes Management I (4)~~
- ~~○ GNUR 532: Clinical Outcomes Management II (5)~~
- **GNUR 501: Advanced Pathophysiology (3)**
- **GNUR 502: Advanced Pharmacology (3)**
- **GNUR 503: Advanced Physical Assessment (4)**
- **GNUR 504: Adv. Practice Roles & Leadership (3)**
- **GNUR 505: Clinical Inquiry & EBP (3)**
- **GNUR 506: Clinical Informatics & DX (3)**
- **GNUR 507: Population Health & Prevention (3)**
- **GNUR 508: Transition to Practice (3)**
- **GNUR 509 FNP 1: Foundations of Primary Care (4)**
- **GNUR 510 FNP 2: Acute & Mental Health (4)**
- **GNUR 511 FNP 3: Gender & Lifespan Care (4)**

- GNUR 512 FNP 4: Chronic Disease (4)
- GNUR 513 FNP Diagnostics & Procedures (3)
- GNUR 597 FNP Capstone: Complex Primary Care (6)
- **M.S.N. Certified Nurse Educator (CNE) Track Psychiatric Mental Health Nurse Practitioner**  
*Minimum 12-50 semester hours*
  - ~~GNUR 538: Program Development (3)~~
  - ~~GNUR 550: Curriculum, Instruction, and Evaluation (3)~~
  - ~~GNUR 595: Internship (6 to 12)~~
  - GNUR 501: Advanced Pathophysiology (3)
  - GNUR 502: Advanced Pharmacology (3)
  - GNUR 503: Advanced Physical Assessment (4)
  - GNUR 504: Adv. Practice Roles & Leadership (3)
  - GNUR 505: Clinical Inquiry & EBP (3)
  - GNUR 506: Clinical Informatics & DX (3)
  - GNUR 507: Population Health & Prevention (3)
  - GNUR 508: Transition to Practice (3)
  - GNUR 514 PMHNP I Didactic & Clinical (4)
  - GNUR 515 PMHNP II Didactic & Clinical (4)
  - GNUR 516 PMHNP III Didactic & Clinical (4)
  - GNUR 517 PMHNP IV Didactic & Clinical (4)
  - GNUR 518 Psychopharmacology (3)
  - GNUR 598 PMHNP Capstone (6)

## Courses

### Master of Science in Nursing (M.S.N.) - Prelicensure and Graduate Courses

#### ~~GNUR 305 : Patho/Pharm I~~

~~This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)~~

#### ~~GNUR 306 : Foundations of Care Delivery & Health Promotion~~

~~Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)~~

#### ~~GNUR 307 : Health & Physical Assessment~~

~~Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)~~

#### ~~GNUR 308 : Clinical Practicum I~~

~~Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)~~

~~GNUR 309 : Professional Foundations & Principles of Leadership~~

~~Focuses on the core knowledge and competencies of nursing practice. (2)~~

~~GNUR 310 : Scholarly Writing Concepts~~

~~Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)~~

~~GNUR 311 : Patho/Pharm II~~

~~This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)~~

~~GNUR 314 : Care of Chronic Conditions~~

~~Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan living with chronic conditions. (3)~~

~~GNUR 315 : Psych/Mental Health~~

~~Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan experiencing mental health issues. (2)~~

~~GNUR 316 : Clinical Practicum II~~

~~Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)~~

~~GNUR 401 : Care of Complex Conditions~~

~~Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)~~

~~GNUR 402 : Patho/Pharm III~~

~~This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)~~

~~GNUR 403 : Clinical Practicum III~~

~~Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)~~

~~GNUR 404 : Healthcare Diversity~~

~~Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)~~

~~GNUR 405 : Informed Practice~~

~~Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)~~

~~GNUR 406 : Continuity of Care~~

~~Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)~~

~~GNUR 407 : Clinical Practicum IV~~

~~Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)~~

~~GNUR 483 : Transition to Practice~~

~~Transition and socialization into the BSN-prepared Registered Nurse role is explored. Role transition includes the BSN's professional practice, certification, and licensure requirements. (1)~~

~~GNUR 487 : Special Topics in Nursing~~

~~To provide prelicensure students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)~~

~~GNUR 498 : Capstone Seminar~~

~~Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)~~

**GNUR 320 Fundamentals of Nursing**

**Introduces foundational nursing principles and skills essential for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individuals across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism.**

**GNUR 330 Health & Physical Assessment**

**Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgment and evidence-based practices to assessment and patient education.**

### **GNUR 340 Pathophysiology**

Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care.

### **GNUR 350 Pharmacology**

Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication.

### **GNUR 360 Nursing Care of Adults I**

Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism.

### **GNUR 370 Research, Theory, & EBP**

Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry.

### **GNUR 380 Mental Health Nursing**

Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health, including trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism.

### **GNUR 390 Diversity & Population Health**

Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender, affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies.

### **GNUR 420 Nursing Care of Adults II**

Continues to prepare students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgment, evidence-

based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism.

#### **GNUR 430 Gerontological Nursing**

Explores the complexities of aging and nursing care to support functional ability, well-being, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations.

#### **GNUR 440 Pediatric Nursing**

Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism.

#### **GNUR 450 Maternal Newborn Nursing**

Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism.

#### **GNUR 460 Applied Nursing I: Informatics**

Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration.

#### **GNUR 470 Community Health Nursing**

Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism.

### **GNUR 480 Applied Nursing II: Leadership**

Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgment and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration.

### **GNUR 496 Transition to Practice**

Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgment through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse.

### **GNUR 497 Capstone**

Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgment and critical thinking, and provision of safe, effective, nursing care.

### **GNUR 491 Independent Study**

Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

### **GNUR 501: Advanced Pathophysiology**

Examines the mechanisms of disease across the lifespan through the integrated lens of normal physiology and pathophysiologic disruption. Emphasis is placed on how disease begins at the genetic and cellular level and leads to changes in organs and body systems. Content is presented using a systems-based approach and focuses on linking pathophysiology to advanced clinical reasoning. The course prepares students to apply pathophysiologic principles to diagnosis, prevention, and treatment planning in advanced practice. (3)

#### **GNUR 502: Advanced Pharmacology**

Prepares the advanced practice nursing student for prescriptive authority and focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Students will develop a comprehensive understanding of drug therapy principles and apply them within the context of evidence-based clinical decision-making. Emphasis on the ethical, legal, and procedural aspects of prescriptive authority as they pertain to the advanced practice registered nurse (APRN) role. (3)

#### **GNUR 503: Advanced Physical Assessment**

Students will move beyond fundamental assessment skills to develop proficiency in advanced assessment techniques, the synthesis of subjective and objective data, and the formulation of differential diagnoses. The course integrates current evidence-based clinical guidelines, social determinants of health, and culturally responsive assessment practices. Content spans all human body systems and addresses assessment across diverse and special populations, including pediatric, geriatric, pregnant, and gender-diverse patients. (4: 2 didactic, 2 lab)

#### **GNUR 504: Adv. Practice Roles & Leadership**

Explores the evolution of the Advanced Practice Registered Nurse (APRN) role, focusing on leadership, interprofessional collaboration, and healthcare policy. Students will examine the legal, ethical, and professional responsibilities required to lead within complex healthcare systems. (3)

#### **GNUR 505: Clinical Inquiry & EBP**

Focuses on the systematic process of clinical inquiry. Students develop skills to critically appraise scientific evidence and translate research findings into clinical practice. Emphasis on applying the steps of the Evidence-Based Practice (EBP) process to real-world clinical problems as well as ethical research principles. (3)

#### **GNUR 506: Clinical Informatics & DX**

Focuses on the development of advanced diagnostic reasoning skills in the Nurse Practitioner (NP) through the scholarly understanding and application of health informatics and healthcare technology. It is designed to cultivate the NP student's ability to critically utilize data and health technology to inform accurate clinical judgment and enhance patient safety in complex care environments. (3)

#### **GNUR 507: Population Health & Prevention**

Introduces advanced practice nurses to the principles of population health, epidemiology, and health promotion. Students will examine patterns of health and disease in populations, analyze the influence of social determinants, and evaluate strategies for improving wellness and reducing disparities. Emphasis is placed on applying population-level evidence to inform clinical decision-making and preventive care. (3)

### **GNUR 508: Transition to Practice**

This culminating course prepares students for the transition from advanced practice student to professional nurse practitioner. Emphasis is placed on synthesizing clinical knowledge, developing strategies for successful board certification, navigating licensure and credentialing requirements, and planning for the first year of practice. Students will explore professional, legal, and practical considerations to enter practice with confidence. (3)

### **GNUR 509 FNP 1: Foundations of Primary Care**

Focuses on the synthesis of core knowledge into beginning Family Nurse Practitioner practice. Building upon prior mastery of advanced health assessment, pathophysiology, and pharmacology, students transition into the clinical management of common acute and chronic conditions across the lifespan. Emphasis is placed on the FNP role in evidence-based treatment, patient-centered communication, and navigating the ethical and systemic complexities of primary care, including health equity and wellness-focused visits. (4: 2 didactic, 2 clinical)

### **GNUR 510 FNP 2: Acute & Mental Health**

Diagnose and manage common acute illnesses and behavioral health conditions within the primary care setting. Students develop the clinical reasoning necessary to differentiate between routine presentations and high-risk symptoms requiring urgent intervention. The course emphasizes the screening, diagnosis, and evidence-based treatment of mental health disorders, integrating both pharmacological and non-pharmacological strategies into the primary care encounter. (4: 2 didactic, 2 clinical)

### **GNUR 511 FNP 3: Gender & Lifespan Care**

Diagnose and manage the unique healthcare needs of pediatric, geriatric, and gender-specific populations. Students synthesize evidence-based guidelines to treat acute and chronic conditions while navigating the distinct physiological and psychosocial transitions inherent to these groups. Emphasis is placed on tailoring clinical reasoning to address the complexities of care across specialized populations in the primary care setting. (4: 2 didactic, 2 clinical)

### **GNUR 512 FNP 4: Chronic Disease**

Diagnose and manage chronic diseases across the lifespan within the primary care setting. Students synthesize clinical data and evidence-based guidelines to treat long-term conditions involving various organ systems and physiological processes. This course focuses on the longitudinal diagnosis and treatment of chronic disease, with an emphasis on interprofessional coordination of care across healthcare systems to optimize patient outcomes and prevent disease progression. (4: 2 didactic, 2 clinical)

### **GNUR 513 FNP Diagnostics & Procedures**

**Integrating evidence-based practice, clinical reasoning, and patient safety principles in the selection, performance, interpretation, and documentation of diagnostic tests. In addition, students gain hands-on experience in common primary care procedures, developing proficiency in procedural skills, infection control, and patient-centered techniques. (3: 2 didactic, 1 lab)**

### **GNUR 514 PMHNP I Didactic & Clinical**

**Evaluates the neurobiological and psychological foundations of mental health to guide clinical decision-making. Students perform mental health assessments and refine differential diagnosis skills within a supervised clinical setting. By integrating didactic concepts with real-world cases, learners produce professional documentation and manage complex plans of care for patients across the developmental spectrum. (4: 2 didactic, 2 clinical)**

### **GNUR 515 PMHNP II Didactic & Clinical**

**Evaluates the neurobiological and psychological foundations of mental health to guide clinical decision-making. Students perform advanced mental health assessments and refine differential diagnosis skills within a supervised clinical setting. By integrating didactic concepts with real-world cases, learners produce professional documentation and manage complex plans of care for patients across the developmental spectrum. (4: 2 didactic, 2 clinical)**

### **GNUR 516 PMHNP III Didactic & Clinical**

**Integrates nursing, biological, social, and psychological sciences to deliver person-centered, evidence-based, and compassionate psychiatric mental health care. Students exercise advanced clinical judgment by synthesizing multifaceted patient data to formulate prioritized differential diagnoses. Through direct clinical application, learners design and present comprehensive care plans that incorporate health promotion, preventative strategies, and management interventions for diverse populations across the lifespan. (4: 2 didactic, 2 clinical)**

### **GNUR 517 PMHNP IV Didactic & Clinical**

**Analyzes major conceptual frameworks of individual, group, and family psychotherapy to implement diverse treatment modalities across the lifespan. Students evaluate complex psychodynamics to tailor therapeutic interventions for children, adolescents, adults, older adults, families, and groups. By integrating theoretical frameworks with clinical application, learners demonstrate advanced proficiency. (4: 2 didactic, 2 clinical)**

### **GNUR 518 Psychopharmacology**

**Focuses on the principles of psychiatric pharmacotherapy across the lifespan, biological mechanisms of action of psychotropic drugs, and the role of the advanced practice psychiatric nurse prescriber. Application of the neurobiological underpinnings of symptom etiology and treatment will form the**

basis of clinical decision-making in all phases of psychopharmacological treatment for child/adolescent, adult, and geriatric populations. (3)

**GNUR 521: Leadership in Pop. Health & Policy**

Integrates leadership theory, health promotion frameworks, and policy analysis to drive systemic health equity and organizational excellence. Students examine the nurse leader's role in navigating the legal and regulatory landscape to influence local health outcomes, manage resources, and mitigate social determinants of health. Emphasis is placed on using systems thinking to design evidence-based interventions and lead interprofessional teams in the promotion of culturally responsive, high-quality care across diverse populations. (4)

**GNUR 545: Teaching Strategies & Scholarship**

Explores evidence-based teaching strategies and the scholarship of teaching and learning in nursing education. Emphasis is placed on learner-centered instruction, assessment strategies, inclusive teaching practices, and scholarly dissemination of teaching innovations. (5: 2 didactic, 3 clinical)

**GNUR 546: Nursing Education & Informatics**

Explores the integration of informatics and educational technologies in nursing education and practice. Emphasis is placed on learning technologies, simulation, and ethical use of information systems. (2)

**GNUR 547: Curriculum Design & Evaluation**

Explores the role of the nurse educator in curriculum design, leadership, and organizational governance. Students examine educational frameworks, accreditation standards, learner outcomes, and systematic evaluation methods to support continuous program improvement. (5: 2 didactic, 3 clinical)

**GNUR 548: Scholarship & Writing**

Develops advanced scholarly writing skills essential for graduate nursing education and professional practice. Emphasis is placed on critical appraisal and synthesis of literature, academic writing conventions, ethical scholarship, and dissemination of nursing knowledge to diverse audiences. (3)

~~GNUR 523: Roles of the Advanced Nurse~~

~~Facilitates the development and transition into the advanced nursing roles through analysis of ethical, professional, social, and practice perspectives. (2) (2 credits didactic)~~

~~GNUR 524: Advanced Health Promotion~~

~~Identification of health risks and protective strategies for diverse populations. (2) (2 credits didactic)~~

~~GNUR 525: Theoretical Foundations~~

~~Preparation for critique, evaluation, and use of a range of relevant theories that provide guiding perspectives for the provision of client-centered, clinically-measurable,~~

~~advanced nursing practice. (3) (3 credits didactic)~~

~~GNUR 526 : Nursing Leadership & Management~~

~~Introduction to policy, organization, and financing of health care. Preparation for provision of quality cost-effective care, participation in the design and implementation of care, and assumption of the leadership role in managing resources. (3) (3 credits didactic)~~

~~GNUR 527 : Evaluation & Outcomes Research~~

~~Preparation for the critique and use of new knowledge to provide, change, and evaluate advanced nursing practice focused on client-centered, clinically demonstrable care. (3) (3 credits didactic)~~

~~GNUR 530 : Resource Management~~

~~Management of resources in the planning, coordination, and/or delivery of health care with an outcome perspective at the system level. Financial and human resources and systems management will be examined from a quality perspective. (3) (3 credits didactic)~~

~~GNUR 531 : Clinical Outcomes Management I~~

~~Direct and/or indirect care given in a defined specialty setting with focus on evaluation and outcomes. Includes clinical practicum of 120 hours. Prerequisite: GNUR 544. (4) (1 credit didactic, 1 credit seminar, 2 credits clinical)~~

~~GNUR 532 : Clinical Outcomes Management II~~

~~Direct care or indirect clinical management, supervision, or education to achieve client goals by implementing approaches, interventions, outcomes, and evaluation method. Includes clinical of 240 hours. Prerequisite: GNUR 531. (5) (1 credit seminar, 4 credits clinical)~~

~~GNUR 534 : Informatics in Nursing and Healthcare~~

~~Develop an understanding of clinical and administrative information systems in the healthcare field. The focus will be on collaborating to design and utilize information systems to make better decisions to improve patient health and organizational performance. (2) (2 credits didactic)~~

~~GNUR 538 : Program Development~~

~~Integrates theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management education track. (3) (3 credits didactic)~~

~~GNUR 540 : Illness & Disease Management~~

~~Builds on the foundations of pathophysiology, pharmacology, and health assessment and focuses on the attainment of positive clinical outcomes for a cohort or population. Includes clinical practicum of 30 hours. (2) (1.5 credits didactic, 0.5 credits clinical)~~

~~GNUR 541 : Advanced Health Assessment & Health Promotion  
Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Prerequisites: Basic health assessment skills. (3) (1.5 credits didactic, 1.5 credits clinical)~~

~~GNUR 542 : Advanced Pathophysiology and Pharmacology for Nursing Practice  
Integrates principles of advanced pathophysiology as the basis for nursing symptom assessment and management of disease processes. (2) (2 credits didactic)~~

~~GNUR 544 : Advanced Nursing Management of Illness & Disease  
Builds on the foundations of pathophysiology, pharmacology, and health assessment and focuses on the attainment of positive clinical outcomes for a cohort or population. Includes clinical practicum of 60 hours. (4) (3 credits didactic, 1 credit clinical)~~

~~GNUR 550 : Curriculum, Instruction, & Evaluation  
Examination of the theory and practice of curriculum planning, development, implementation, and evaluation. Theoretical and philosophical principles of the teaching/learning process. Analysis of adult teaching strategies and the process of self and student evaluations. (3) (3 credits didactic)~~

**GNUR 587 : Special Topics in Nursing**

To provide graduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**GNUR 591 : Independent Study**

Opportunities for advanced study in selected topic related to student's area of interest. Consent of dean required. (1 to 4)

**GNUR 594: M.S.N. Project**

**This culminating course provides students with the opportunity to integrate and apply advanced nursing knowledge through the completion of a scholarly project. The project addresses a practice, education, or systems-based issue using evidence-based methods. (4: 1 didactic, 3 clinical)**

**GNUR 597: FNP Capstone: Complex Primary Care**

**Demonstrates advanced clinical judgment and professional accountability through the comprehensive management of the full clinical spectrum in primary care. This culminating clinical course emphasizes the transition to professional practice, requiring students to integrate evidence-based standards with real world practice. Students execute clinical leadership and facilitate interprofessional collaboration while navigating the ethical management of care transitions across the lifespan. By synthesizing advanced practice skills with a commitment to high-quality equitable care, learners finalize the transition from student to autonomous professional provider. (6: 2 didactic, 4 clinical)**

### **GNUR 598: PMHNP Capstone**

**Demonstrates advanced competency and professional accountability in the delivery of comprehensive psychiatric-mental health care across the lifespan. Students solidify clinical expertise by implementing specialized psychotherapeutic and pharmacological interventions for a self-identified population of choice. Through the execution of a personalized learning plan, learners bridge remaining competency gaps and validate readiness for national certification and licensure. This culminating experience integrates clinical mastery with professional practice management, including navigating contract negotiation and regulatory requirements, to ensure a seamless transition into the PMHNP role. (6: 2 didactic, 4 clinical)**

### **GNUR 602: Translational Scholarship & QI**

**Prepares students to translate evidence into practice using quality improvement methods. Emphasis on skills needed to evaluate structures, processes, and outcomes within healthcare delivery systems. Students focus on the practical mechanics of change. (3)**

### **GNUR 603: Applied Statistics**

**Provides the applied analytical framework necessary for conducting a scholarly project. Emphasize on the practical application of statistics to real-world data and the development of data analysis plans. (3)**

### ~~GNUR 595 : Internship~~

~~To permit graduate students to relate theory and practice in a work situation. The title will be listed on the student term-based record as Intern: followed by the specific title designated by the instructor in consultation with the student. Repeatable for credit. (1 to 42)~~

### ~~GNUR 596 : Scholarly Inquiry in Nursing Practice~~

~~Development and submission of professional paper or project related to one's area of specialization based on an evaluation and outcomes model. Cross-listed with NURS 599. (2) (2 credits didactic)~~

### ~~GNUR 599 : Thesis~~

~~Faculty-guided application of the research process. May involve replication of previous study, secondary analysis of research data, an evaluation project, or an original investigation. Prerequisites: Completion of core courses and approval by School of Nursing. Minimum program requirement is four credits. Once enrolled must continue to enroll for at least one credit each semester of the academic year until thesis is completed. Capstone course. Course may be taken more than once; this is a four-credit course. If repeated, credits may vary. (1 to 4) (1 to 4 credits didactic)~~

## Post-Graduate Master's Certificates

The School of Nursing offers a Post-Graduate Master's Certificate for the Family Nurse Practitioner, or the Psychiatric Mental Health Practitioner, or Emergency Nurse Practitioner specialty.

### Program Approval

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and is approved by the Washington State Board of Nursing. The Family Nurse Practitioner (FNP) curriculum meets requirements for national certification as a Family Nurse Practitioner. The Psychiatric Mental Health Nurse Practitioner (PMHNP) curriculum meets eligibility requirements for national certification as a Psychiatric Mental Health Nurse Practitioner. The Emergency Nurse Practitioner (ENP) curriculum meets requirements for national certification as an Emergency Nurse Practitioner.

### Post-Graduate Certificate Application Priority Deadlines

Post-Graduate Certificate candidates may apply for admission at any time during the year. However, application by the priority deadline will enhance the applicant's potential for admission and for arranging financial assistance.

- Priority Date #1: December 1
- Priority Date #2: January 15

### Admission Criteria

- Completion of a master's degree or doctoral degree in nursing from a nationally-accredited school of nursing.
- A minimum cumulative 3.00 GPA (B) on a 4.00 scale for all college work.
- Submission of PLU Graduate Application via Nursing CAS.
- Official transcripts from each college and university attended.
- Professional résumé.
- Statement of professional goals.
- Two letters of recommendation.
- Civil, administrative, and criminal history clearance in all states as well as any other applicable territory or country.
- Fluency in speaking, reading, writing, and comprehending graduate-level English.
- Additional criteria for ENP Certificate applicants:
  - Family Nurse Practitioner certification
  - Must have or be eligible to obtain WA state licensure with prescriptive authority

## Advance Deposit

There are limitations on the number of students accepted into the Post-Graduate Certificate program each year. Applicants accepted into the program are required to make a non-refundable \$300 advance tuition payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

## Program Requirements

All admitted Post-Graduate Certificate students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:

- Unrestricted licensure as a registered nurse in the State of Washington;
- Verification of graduation from an accredited nursing masters or doctoral program;
- Immunization and health status;
- BLS certification;
- Comprehensive personal health insurance; and
- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.
- ENP Certificate applicants must also have:
  - ACLS & PALS Certification
  - Primary Care Procedures (completed prior to program start date)
  - Primary Care of Women and Children (completed prior to program start date)

## Drug Testing Policy

Students may be required to submit to drug screenings as required by the clinical agencies and School of Nursing. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or School of Nursing.

## Advising

The School of Nursing graduate lead typically completes initial advising and program planning with applicants and admitted students. Post-Master's students will meet with the Program Coordinator or designee to conduct a gap analysis of previous master's coursework and develop a plan of study to meet the Post-Masters Certificate requirements. Upon matriculation, all students are assigned a graduate faculty advisor.

## Post-Graduate Certificate

The Post-Graduate Certificate prepares graduates in the advanced practice specialty areas of Family Nurse Practitioner, or Psychiatric Mental Health Nurse Practitioner, and Emergency Nurse Practitioner. The curriculum consists of the specialty track coursework. A gap analysis of previous graduate coursework will be conducted for all applicants.

**Post-Master's Certificate programs are designed for registered nurses who hold a master's degree in nursing and seek preparation in a nurse practitioner specialty. These programs provide focused didactic and clinical education aligned with national nurse practitioner competencies and certification requirements. Admission is competitive, and enrollment is limited.**

**Note: Plans of study are individualized based on prior academic coursework and clinical experience to ensure eligibility for certification while avoiding unnecessary duplication of content.**

## Family Nurse Practitioner Certificate

**The Family Nurse Practitioner Post-Master's Certificate prepares nurses for advanced practice in comprehensive primary care across the lifespan. The curriculum emphasizes advanced health assessment, diagnostic reasoning, management of acute and chronic conditions, and health promotion and disease prevention. Clinical experiences focus on patient-centered, evidence-based care in diverse primary care settings.**

**Successful completion of the Family Nurse Practitioner Post-Master's Certificate qualifies graduates to sit for national Family Nurse Practitioner certification examinations and, upon certification, to apply for licensure as an Advanced Practice Registered Nurse (APRN) in Washington State.**

### ***46-38 semester hours***

The Family Nurse Practitioner (FNP) specialty core coursework focuses on client-centered clinical practice and prepares nurses to respond to the needs of today's and tomorrow's health care consumers, to manage direct care based on advanced assessment and diagnostic reasoning, to incorporate health promotion and disease prevention interventions into health care delivery, and to recognize their potential for professional growth, responsibility, and autonomy. Successful completion of the Family Nurse Practitioner Post-Graduate Certificate program qualifies students to sit for national certification examinations for Family Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.

- GNUR 710: Advanced Pathophysiology (3)
- GNUR 711: Advanced Pharmacotherapeutics (3)

- ~~GNUR 712: Advanced Pharmacotherapeutics Discussion (1)~~
- ~~GNUR 713: Advanced Physical Assessment (3)~~
- ~~GNUR 714: Advanced Practice Clinical Diagnosis & Management (2)~~
- ~~GNUR 715: Psych/Mental Health Essentials for Primary Care (2)~~
- ~~GNUR 720: Primary Care Procedures & Diagnostics (3)~~
- ~~GNUR 721: FNP 1 (2)~~
- ~~GNUR 722: FNP 2 (2)~~
- ~~GNUR 723: FNP 3 (2)~~
- ~~GNUR 724: FNP 4 (1)~~
- ~~GNUR 731: FNP 1 Seminar/Clinical (3)~~
- ~~GNUR 732: FNP 2 Seminar/Clinical (3)~~
- ~~GNUR 733: FNP 3 Seminar/Clinical (3)~~
- ~~GNUR 734: FNP 4 Seminar/Clinical (3)~~
- ~~GNUR 735: FNP 5 Seminar/Clinical (4)~~
- ~~GNUR 736: FNP Capstone Seminar/Clinical (6)~~
- **GNUR 501: Advanced Pathophysiology (3)**
- **GNUR 502: Advanced Pharmacology (3)**
- **GNUR 503: Advanced Physical Assessment (4)**
- **GNUR 508: Transition to Practice (3)**
- **GNUR 509 FNP 1: Foundations of Primary Care (4)**
- **GNUR 510 FNP 2: Acute & Mental Health (4)**
- **GNUR 511 FNP 3: Gender & Lifespan Care (4)**
- **GNUR 512 FNP 4: Chronic Disease (4)**
- **GNUR 513 FNP Diagnostics & Procedures (3)**
- **GNUR 597 FNP Capstone: Complex Primary Care (6)**

### **Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate**

The Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate prepares nurses to provide comprehensive psychiatric and mental health care across the lifespan. Coursework includes advanced psychiatric assessment, psychopharmacology, individual, group, and family therapeutic interventions, and the treatment of mental health and substance use disorders. Clinical experiences occur in inpatient, outpatient, and community-based settings.

Successful completion of the Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate qualifies graduates to sit for national Psychiatric Mental Health Nurse Practitioner certification examinations and, upon certification, to apply for licensure as an Advanced Practice Registered Nurse (APRN) in Washington State.

*50 38 semester hours*

~~The Psychiatric Mental Health Nurse Practitioner specialty coursework prepared nurses to provide comprehensive mental health, psychiatric, and addictions care at the~~

advanced practice level in hospitals, outpatient, and community settings. Scope of practice includes advanced practice psychiatric-mental health nursing assessment, psychopharmacology, group, individual and family therapy, and advanced nursing interventions across the lifespan. Successful completion of the Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate qualifies students to sit for national certification examinations for Psychiatric Mental Health Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.

- ~~GNUR 710: Advanced Pathophysiology (3)~~
- ~~GNUR 711: Advanced Pharmacotherapeutics (3)~~
- ~~GNUR 712: Advanced Pharmacotherapeutics Discussion (1)~~
- ~~GNUR 713: Advanced Physical Assessment (3)~~
- ~~GNUR 714: Advanced Practice Clinical Diagnosis & Management (2)~~
- ~~GNUR 716: Primary Care Essentials for PMHNPs (2)~~
- ~~GNUR 717: Management of Substance Abuse & Addiction (2)~~
- ~~GNUR 718: Management of Complex Trauma (2)~~
- ~~GNUR 740: Psychopharmacology Across the Lifespan (3)~~
- ~~GNUR 741: PMHNP 1 (2)~~
- ~~GNUR 742: PMHNP 2 (2)~~
- ~~GNUR 743: PMHNP 3 (2)~~
- ~~GNUR 744: PMHNP 4 (1)~~
- ~~GNUR 751: PMHNP 1 Seminar/Clinical (3)~~
- ~~GNUR 752: PMHNP 2 Seminar/Clinical (3)~~
- ~~GNUR 753: PMHNP 3 Seminar/Clinical (3)~~
- ~~GNUR 754: PMHNP 4 Seminar/Clinical (3)~~
- ~~GNUR 755: PMHNP 5 Seminar/Clinical (4)~~
- ~~GNUR 756: PMHNP 6 Seminar/Clinical (6)~~
- **GNUR 501: Advanced Pathophysiology (3)**
- **GNUR 502: Advanced Pharmacology (3)**
- **GNUR 503: Advanced Physical Assessment (4)**
- **GNUR 508: Transition to Practice (3)**
- **GNUR 514 PMHNP I Didactic & Clinical (4)**
- **GNUR 515 PMHNP II Didactic & Clinical (4)**
- **GNUR 516 PMHNP III Didactic & Clinical (4)**
- **GNUR 517 PMHNP IV Didactic & Clinical (4)**
- **GNUR 518 Psychopharmacology (3)**
- **GNUR 598 PMHNP Capstone (6)**

## Emergency Nurse Practitioner (ENP) Certificate

~~This program is on hiatus for the 2025-26 academic year.  
14 semester hours~~

~~The Emergency Nurse Practitioner specialty coursework prepares certified family, acute care, and adult gerontology primary care nurse practitioners, either currently working in the emergency or urgent care setting or who desire to make a change and work in the emergency setting. This rigorous program builds upon core nurse practitioner knowledge and experience and provides the education and skill necessary to function as a competent nurse practitioner and leader in the emergency and urgent care settings. This program of study includes a minimum of 300 clinical hours and an extensive procedure lab/seminar. Upon completion, students with FNP certification are eligible to sit for the Emergency Nurse Practitioner Certification Examination. Students with other NP certification desiring to sit for the board will have the opportunity to complete additional coursework to become eligible.~~

~~The ENP core courses may have required clinical hours and must be taken in a prescribed sequence. A gap analysis will be conducted to determine individual course requirements.~~

- ~~● GNUR 640: ENP Procedures (2)~~
- ~~● GNUR 641: ENP I: Lifespan Emergency Care (4)~~
- ~~● GNUR 642: ENP II: Trauma & Critical Illness (4)~~
- ~~● GNUR 643: ENP III: Immersion & Seminar (4)~~

## Courses

### ~~D.N.P. and Graduate Post-Master's Certificate Courses~~

#### **GNUR 501: Advanced Pathophysiology**

**Examines the mechanisms of disease across the lifespan through the integrated lens of normal physiology and pathophysiologic disruption. Emphasis is placed on how disease begins at the genetic and cellular level and leads to changes in organs and body systems. Content is presented using a systems-based approach and focuses on linking pathophysiology to advanced clinical reasoning. The course prepares students to apply pathophysiologic principles to diagnosis, prevention, and treatment planning in advanced practice. (3)**

#### **GNUR 502: Advanced Pharmacology**

**Prepares the advanced practice nursing student for prescriptive authority and focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Students will develop a comprehensive understanding of drug therapy principles and apply them within the context of evidence-based clinical decision-making. Emphasis on the ethical,**

legal, and procedural aspects of prescriptive authority as they pertain to the advanced practice registered nurse (APRN) role. (3)

#### **GNUR 503: Advanced Physical Assessment**

Students will move beyond fundamental assessment skills to develop proficiency in advanced assessment techniques, the synthesis of subjective and objective data, and the formulation of differential diagnoses. The course integrates current evidence-based clinical guidelines, social determinants of health, and culturally responsive assessment practices. Content spans all human body systems and addresses assessment across diverse and special populations, including pediatric, geriatric, pregnant, and gender-diverse patients. (4: 2 didactic, 2 lab)

#### **GNUR 508: Transition to Practice**

This culminating course prepares students for the transition from advanced practice student to professional nurse practitioner. Emphasis is placed on synthesizing clinical knowledge, developing strategies for successful board certification, navigating licensure and credentialing requirements, and planning for the first year of practice. Students will explore professional, legal, and practical considerations to enter practice with confidence. (3)

#### **GNUR 509 FNP 1: Foundations of Primary Care**

Focuses on the synthesis of core knowledge into beginning Family Nurse Practitioner practice. Building upon prior mastery of advanced health assessment, pathophysiology, and pharmacology, students transition into the clinical management of common acute and chronic conditions across the lifespan. Emphasis is placed on the FNP role in evidence-based treatment, patient-centered communication, and navigating the ethical and systemic complexities of primary care, including health equity and wellness-focused visits. (4: 2 didactic, 2 clinical)

#### **GNUR 510 FNP 2: Acute & Mental Health**

Diagnose and manage common acute illnesses and behavioral health conditions within the primary care setting. Students develop the clinical reasoning necessary to differentiate between routine presentations and high-risk symptoms requiring urgent intervention. The course emphasizes the screening, diagnosis, and evidence-based treatment of mental health disorders, integrating both pharmacological and non-pharmacological strategies into the primary care encounter. (4: 2 didactic, 2 clinical)

#### **GNUR 511 FNP 3: Gender & Lifespan Care**

Diagnose and manage the unique healthcare needs of pediatric, geriatric, and gender-specific populations. Students synthesize evidence-based guidelines to treat acute and chronic conditions while navigating the distinct physiological and psychosocial transitions inherent to these groups. Emphasis is placed on tailoring clinical reasoning to address the complexities of care across specialized populations in the primary care setting. (4: 2 didactic, 2 clinical)

#### **GNUR 512 FNP 4: Chronic Disease**

**Diagnose and manage chronic diseases across the lifespan within the primary care setting. Students synthesize clinical data and evidence-based guidelines to treat long-term conditions involving various organ systems and physiological processes. This course focuses on the longitudinal diagnosis and treatment of chronic disease, with an emphasis on interprofessional coordination of care across healthcare systems to optimize patient outcomes and prevent disease progression. (4: 2 didactic, 2 clinical)**

#### **GNUR 513 FNP Diagnostics & Procedures**

**Integrating evidence-based practice, clinical reasoning, and patient safety principles in the selection, performance, interpretation, and documentation of diagnostic tests. In addition, students gain hands-on experience in common primary care procedures, developing proficiency in procedural skills, infection control, and patient-centered techniques. (3: 2 didactic, 1 lab)**

#### **GNUR 514 PMHNP I Didactic & Clinical**

**Evaluates the neurobiological and psychological foundations of mental health to guide clinical decision-making. Students perform mental health assessments and refine differential diagnosis skills within a supervised clinical setting. By integrating didactic concepts with real-world cases, learners produce professional documentation and manage complex plans of care for patients across the developmental spectrum. (4: 2 didactic, 2 clinical)**

#### **GNUR 515 PMHNP II Didactic & Clinical**

**Evaluates the neurobiological and psychological foundations of mental health to guide clinical decision-making. Students perform advanced mental health assessments and refine differential diagnosis skills within a supervised clinical setting. By integrating didactic concepts with real-world cases, learners produce professional documentation and manage complex plans of care for patients across the developmental spectrum. (4: 2 didactic, 2 clinical)**

#### **GNUR 516 PMHNP III Didactic & Clinical**

**Integrates nursing, biological, social, and psychological sciences to deliver person-centered, evidence-based, and compassionate psychiatric mental health care. Students exercise advanced clinical judgment by synthesizing multifaceted patient data to formulate prioritized differential diagnoses. Through direct clinical application, learners design and present comprehensive care plans that incorporate health promotion, preventative strategies, and management interventions for diverse populations across the lifespan. (4: 2 didactic, 2 clinical)**

#### **GNUR 517 PMHNP IV Didactic & Clinical**

**Analyzes major conceptual frameworks of individual, group, and family psychotherapy to implement diverse treatment modalities across the lifespan. Students evaluate complex psychodynamics to tailor therapeutic interventions for children, adolescents, adults, older adults, families, and groups. By**

integrating theoretical frameworks with clinical application, learners demonstrate advanced proficiency. (4: 2 didactic, 2 clinical)

#### **GNUR 518 Psychopharmacology**

Focuses on the principles of psychiatric pharmacotherapy across the lifespan, biological mechanisms of action of psychotropic drugs, and the role of the advanced practice psychiatric nurse prescriber. Application of the neurobiological underpinnings of symptom etiology and treatment will form the basis of clinical decision-making in all phases of psychopharmacological treatment for child/adolescent, adult, and geriatric populations. (3)

#### **GNUR 597 FNP Capstone: Complex Primary Care**

Demonstrates advanced clinical judgment and professional accountability through the comprehensive management of the full clinical spectrum in primary care. This culminating clinical course emphasizes the transition to professional practice, requiring students to integrate evidence-based standards with real world practice. Students execute clinical leadership and facilitate interprofessional collaboration while navigating the ethical management of care transitions across the lifespan. By synthesizing advanced practice skills with a commitment to high-quality equitable care, learners finalize the transition from student to autonomous professional provider. (6: 2 didactic, 4 clinical)

#### **GNUR 598 PMHNP Capstone**

Demonstrates advanced competency and professional accountability in the delivery of comprehensive psychiatric-mental health care across the lifespan. Students solidify clinical expertise by implementing specialized psychotherapeutic and pharmacological interventions for a self-identified population of choice. Through the execution of a personalized learning plan, learners bridge remaining competency gaps and validate readiness for national certification and licensure. This culminating experience integrates clinical mastery with professional practice management, including navigating contract negotiation and regulatory requirements, to ensure a seamless transition into the PMHNP role. (6: 2 didactic, 4 clinical)

#### ~~NURS 655 : PMHNP III: Psychotherapies Across the Lifespan~~

~~Examines methods and major conceptual frameworks of group and family psychotherapy. Group dynamics, systems theory and group therapy models will be applied to the treatment of psychiatric disorders in a variety of settings. An overview and critical analysis of family theories and conceptual models will inform psychotherapy with children, adolescents, adults, elders, and their families. Prerequisite: NURS 654. (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits) (120 hours clinical)~~

#### ~~NURS 656 : PMHNP IV: Psychotherapies Across the Lifespan~~

~~An overview of the major schools of personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic 1:1 relationship. Students will engage in the therapy~~

process with individuals across the lifespan by implementing selected psychotherapeutic techniques. Prerequisite: NURS 655. (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits) (120 hours clinical)

#### ~~NURS 657 : PMHNP Capstone~~

~~In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive psychiatric mental health care. Students will gain expertise by working with an identified population of choice and implementing selected psychotherapeutic and pharmacological interventions. Students will develop an individual learning plan to address any gaps in the attainment of required Psychiatric Mental Health Nurse Practitioner competencies. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Prerequisite: NURS 656. (4) (Seminar 1 credit, clinical 3 credits ) (180 hours clinical)~~

#### ~~NURS 691 : Independent Study~~

~~Opportunities for advanced study in selected topic related to student's area of interest. Consent of the Dean required. (1-4)~~

#### ~~NURS 712 : Trauma Informed Care~~

~~This course is designed to provide care providers an understanding of trauma informed care. (3)~~

#### ~~NURS 750 : Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners~~

~~Provides the PMHNP D.N.P. student knowledge and skills to assist in the primary care management of co-morbid medical conditions commonly occurring in patients with psychiatric mental health disorders. This course builds on the foundations of advanced pathophysiology, advanced clinical pharmacotherapeutics, and advanced health assessment and focuses on the attainment of positive clinical outcomes for the major chronic illnesses of diabetes, chronic obstructive pulmonary disease, asthma, hypothyroidism, and congestive heart failure. (2)~~

#### ~~NURS 774 : Women and Children in Primary Care~~

~~This course covers common problems unique to women and children (pregnancy, postpartum care, gynecological conditions, perimenopausal, menopausal care, well-child, adolescent care, preventive care), common behavioral and developmental problems in children & adolescents (developmental delay, learning disabilities, autism, school issues, etc.), and cultural variations in parenting. Family and role transitions across the lifespan are explored. Prerequisite: NURS 772, 773. (4) (Didactic 2 credits, clinical 2 credits)~~

#### ~~NURS 775 : FNP III: Diagnosis and Management of Chronic and Complex Health Problems~~

~~This course is the third of four courses designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. Prerequisite: NURS 773. (5) (Didactic 3 credits, clinical 2 credits)~~

#### ~~NURS 776 : FNP IV: Diagnosis and Management of Complex Comorbid Patients~~

~~This course is the fourth of four courses designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. It is designed as the culminating clinical course in the Family Nurse Practitioner program. Students will demonstrate the ability to provide novice-level primary care to chronic, complex patients with multiple co-morbidities. Prerequisite: NURS 774, 775. (4) (seminar 2 credits, clinical 2 credits)~~

#### ~~NURS 792 : D.N.P. Scholarly Project I~~

~~This is the first course in the D.N.P. Scholarly Project series. Throughout this sequence the D.N.P. Student will plan, implement, evaluate, and disseminate the results of a D.N.P. Scholarly Project. Prerequisite: NURS 791. (2) (Didactic 0.5 credits, clinical 1.5 credits)~~

#### ~~NURS 793 : D.N.P. Scholarly Project II~~

~~This is the second course in the D.N.P. Scholarly Project series. Throughout this sequence the D.N.P. Student will plan, implement, evaluate, and disseminate the results of a D.N.P. Scholarly Project. Prerequisite: NURS 792. (2) (Didactic 0.5 credits, clinical 1.5 credits)~~

#### ~~NURS 794 : D.N.P. Scholarly Project III~~

~~This is the third course in the D.N.P. Scholarly Project series. Throughout this sequence the D.N.P. Student will plan, implement, evaluate, and disseminate the results of a D.N.P. Scholarly Project. Prerequisite: NURS 793. (2) (Didactic 0.5 credits, clinical 1.5 credits)~~

#### ~~NURS 795 : Transition to D.N.P. Practice~~

~~Transition and socialization into the Doctorate of Nursing Practice (D.N.P.) role is explored. Role transition includes the D.N.P.'s professional responsibility and accountability for advancing professional nursing practice. The D.N.P. scholarship portfolio will be completed and evaluated. The portfolio will include reflection on evidence that demonstrates the student is a clinical scholar and documents competency in all domains of D.N.P. practice as outlined in the American Association of Colleges of Nursing (AACN) Essentials of Doctoral education for Advanced Nurse Practice, the D.N.P. Core Competencies by the National Association of Nurse Practitioner Faculties (NONPF) and PLU School of Nursing Doctoral Program Outcomes. Prerequisite: All other D.N.P. coursework. Taken concurrently with NURS 775 and 799 for FNP students. Taken concurrently with NURS 657 and 799 for PMHNP students. (1)~~

#### ~~NURS 799 : D.N.P. Scholarly Project IV~~

~~This is the final course in the D.N.P. Scholarly Project series. Throughout this sequence the D.N.P. Student will plan, implement, evaluate, and disseminate the results of a D.N.P. Scholarly Project. A primary focus of this class will be dissemination of results including final scholarly paper, presentation of results to community organization, and creation of a manuscript for submission for publication in a peer-reviewed professional journal. Prerequisite: NURS 794. (3) (Didactic 1 credit, clinical 2 credits)~~

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#### GNUR 640 : ENP Procedures

Provides the Emergency Nurse Practitioner student with a range of diagnostic and interventional skills used in urgent care and emergency settings; including, the ability to understand, manage, and safely perform these procedures. (2) (2 credits lab/seminar)

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#### GNUR 641 : ENP I: Lifespan Emergency Care

This course covers the skills of assessment, interpretation of diagnostic studies, interventions, and treatments unique to the Emergency Nurse Practitioner (ENP). Students are taught the skills of assessment, interpretation of diagnostic studies, interventions, and treatments unique to the ENP at an advanced level, thereby enhancing clinical decision making for urgent/emergent illness and injury across the lifespan. (4) (2 seminar, 2 clinical—120 hours)

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#### GNUR 642 : ENP II: Trauma & Critical Illness

Building upon prior clinical ENP experiences, this course teaches the student how to care for patients of the highest acuity levels. Topics of pre-hospital care, initiation of care to the trauma and critically ill patient, and transport of patients to a higher level of care. (4) (2 didactic, 2 lab simulation)

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#### GNUR 643 : ENP III: Immersion & Seminar

This is the final specialized clinical and seminar course facilitating application of previously learned concepts and skills, demonstration of ENP competency achievement, and assimilation into the ENP role. The culmination of the ENP education and transition into the ENP role is also covered. (4) (1 seminar, 3 clinical—180 hours)

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#### GNUR 701 : Foundations of Scholarly Writing & Communication

Reinforces composition and writing skills for academic purposes. APA is stressed; including, writing, citations, and references. Written communication of ideas to inform and persuade a reader on a topic through a variety of dissemination methods. (2)

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#### GNUR 702 : Advanced Practice Roles & Collaboration

Focuses on the role of an advanced practice nurse and interprofessional collaboration, change management and systems thinking to improve outcomes. Includes an historical perspective of nursing roles as well as the evolution of advanced practice nursing. Students will explore advanced practice nursing roles through analysis of ethical, professional, social, and practice perspectives. (1)

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#### GNUR 703 : Theoretical Foundations & Evidence Based Practice

Advances student understanding of the foundational nursing, scientific, and theoretical underpinnings of advanced practice. Provides a broad overview of evidence-based advanced practice nursing. Philosophical, conceptual, and theoretical perspectives as well as research methods are examined. (3)

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#### GNUR 704 : Population Health, Policy, & Politics

Provides theoretical foundation and a framework for examining health promotion, population health, health equity, and health policy that focus on advanced practice

nursing and advocacy. The interdependence of policy and practice will be evaluated, with a focus on the challenges of engaging and influencing health policy locally, nationally, and globally. Students will analyze the ethical, legal, economic, and sociocultural factors influencing policy development. Health policy frameworks are analyzed from governmental, organizational, and clinical practice perspectives. (2)

#### GNUR 705 : Information Systems & Patient Care Technology

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Focuses on nursing informatics knowledge and skills needed to assess, evaluate, and optimize health information systems and technology to support communication, the delivery of high-quality evidence-based care, and improvement of population health. Includes use of systems analysis, decision theory, consumer use of informatics for health care information, and consideration of ethical, regulatory, and legal issues. (2)

#### GNUR 706 : Biostatistics, Analytical Methods, & Epidemiology

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Prepares students to think quantitatively and assess data critically. Examines principles of statistical inference and their application to the analysis and interpretation for answering practice questions. Students gain experience in interpreting qualitative and quantitative data. (3)

#### GNUR 707 : Quality Improvement & Research Methods

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Explores the theoretical foundations and application of quality improvement methods, tools, and strategies needed to increase organizational effectiveness. Focuses on measurement and accountability in health care delivery systems through the examination and analysis of data, structure, processes, and outcomes. Students explore the development and use of relevant outcome measures to evaluate research, quality improvement, and programs in order to inform and use new knowledge to provide, change, and evaluate delivery of healthcare initiatives focused on client-centered, clinically demonstrable care. (3)

#### GNUR 708 : Advanced Practice Leadership & Resource Management

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Prepared students to ethically lead and practice in organizations that advance high reliability principles, patient safety, inter-professional teamwork, and continuous learning. Provides a comprehensive systems-thinking approach to include policy, economics, and financial principles to promote high quality health care delivery to individuals, families, and communities. Develops foundational financial cost and budgeting concepts integral to advanced practice nursing; including, entrepreneurship, management of resources, productivity, reimbursements, and cost effective care. (3)

#### GNUR 710 : Advanced Pathophysiology

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Focuses on normal physiologic and pathologic mechanisms of disease for the advanced practice student. It provides primary components of the foundation for clinical assessment, decision making, and management of patients across the lifespan. (3)

#### GNUR 711 : Advanced Pharmacotherapeutics

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Prepares the advanced practice student for prescriptive authority and focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex

disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. (3)

~~GNUR 712 : Advanced Pharmacotherapeutics Discussion~~

~~Discussion on pharmacology topics specific to population focus. Co-requisite: GNUR 711. (1 seminar)~~

~~GNUR 713 : Advanced Physical Assessment~~

~~Development and performance of the skills needed for advanced health assessment of individuals, families, or communities through the lifespan. Provides knowledge to complete a comprehensive history, physical, and mental health exam leading to the development of a differential diagnosis. Incorporates assessing wellness, screening, and chief complaint. (3; 1 didactic, 2 lab)~~

~~GNUR 714 : Advanced Practice Clinical Diagnosis & Management~~

~~A focus on the symptoms/health problem assessment and selection and interpretation of screening and diagnostic tests in order to formulate a differential diagnosis and treatment plan. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment with an understanding of population health and care of diverse populations. (2)~~

~~GNUR 715 : Psych/Mental Health Essentials for Primary Care~~

~~Provides foundational knowledge and skills to facilitate recognition and management of mental health conditions in the primary care setting. Focuses on the evaluation and management of common mental health issues in primary care; including, mood disorders, anxiety, ADHD, substance use/abuse, suicidal intent, self-injurious behavior, etc. Assessment tools, primary care management, and criteria for referral to be included. (2)~~

~~GNUR 716 : Primary Care Essentials for PMHNPs~~

~~Provides the PMHNP student knowledge and skills to assist in the primary care management of co-morbid medical conditions commonly occurring in patients with psychiatric mental health disorders. (2)~~

~~GNUR 717 : Management of Substance Abuse & Addiction~~

~~Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. (2)~~

~~GNUR 718 : Management of Complex Trauma~~

~~Focus on the principles and inter-professional practices of Trauma-Informed Care. Includes an overview of the major theories of trauma assessment and treatment, including care for the patient and self-care for the practitioner. Evidence-based psychotherapies will be emphasized and students will learn about the use of medications as adjuncts for psychiatric symptoms that are often comorbid with trauma. (2)~~

#### ~~GNUR 720 : Primary Care Procedures & Diagnostics~~

~~Provides the family nurse practitioner student with a range of office-based skills; including, the ability to understand, manage, and perform common primary care procedures. (3; 1 didactic, 2 lab)~~

#### ~~GNUR 721 : FNP 1~~

~~Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with common episodic and/or stable chronic conditions across the lifespan with a focus on wellness, including topics specific to women and children. (2)~~

#### ~~GNUR 722 : FNP 2~~

~~Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with complex chronic conditions across the lifespan. (2)~~

#### ~~GNUR 723 : FNP 3~~

~~Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with multiple complex chronic conditions across the lifespan. (2)~~

#### ~~GNUR 724 : FNP 4~~

~~Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with complex comorbid patients across the lifespan. (1)~~

#### ~~GNUR 731 : FNP 1 Seminar/Clinical~~

~~Discussion of FNP 1 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with common conditions. (3; 1 seminar, 2 clinical) (120 hours)~~

#### ~~GNUR 732 : FNP 2 Seminar/Clinical~~

~~Discussion of FNP 2 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with multiple chronic conditions. (3; 1 seminar, 2 clinical) (120 hours)~~

#### ~~GNUR 733 : FNP 3 Seminar/Clinical~~

~~Discussion of FNP 3 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with multiple complex chronic conditions. (3; 1 seminar, 2 clinical) (120 hours)~~

#### ~~GNUR 734 : FNP 4 Seminar/Clinical~~

~~Discussion of FNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate independent physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals. (3; 1 seminar, 2 clinical) (120 hours)~~

#### ~~GNUR 735 : FNP 5 Seminar/Clinical~~

~~Discussion of advanced FNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate effective independent physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (4; 2 seminar, 2 clinical) (120 hours)~~

#### ~~GNUR 736 : FNP Capstone Seminar/Clinical~~

~~In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive primary health care. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Culminating clinical practice preceptorship to demonstrate independent, competent, appropriate care of individuals across the lifespan. (6; 2 seminar, 4 clinical) (240 hours)~~

#### ~~GNUR 740 : Psychopharmacology Across the Lifespan~~

~~Focuses on the principles of psychiatric pharmacotherapy across the lifespan, biological mechanisms of action of psychotropic drugs, and the role of the advanced practice psychiatric nurse prescriber. The neurobiological underpinnings of symptom etiology and treatment will form the basis of clinical decision-making in all phases of psychopharmacological treatment for child/adolescent, adult, and geriatric populations. (3)~~

#### ~~GNUR 741 : PMHNP 1~~

~~An integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan is covered in this course. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. (2)~~

#### ~~GNUR 742 : PMHNP 2~~

~~Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. (2)~~

#### ~~GNUR 743 : PMHNP 3~~

~~Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. (2)~~

#### GNUR 744 : PMHNP 4

Examines methods and major conceptual frameworks of individual, group, and family psychotherapy. An overview of the major schools of family and personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic relationship with children, adolescents, adults, elders, families, and groups. (1)

#### GNUR 751 : PMHNP 1 Seminar/Clinical

Discussion of PMHNP 1 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with common mental health conditions. (3; 1 seminar, 2 clinical) (120 hours)

#### GNUR 752 : PMHNP 2 Seminar/Clinical

Discussion of PMHNP 2 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with complex mental health conditions. (3; 1 seminar, 2 clinical) (120 hours)

#### GNUR 753 : PMHNP 3 Seminar/Clinical

Discussion of PMHNP 3 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals and groups in psychotherapy. (3; 1 seminar, 2 clinical) (120 hours)

#### GNUR 754 : PMHNP 4 Seminar/Clinical

Discussion of PMHNP 4 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate progressively independent mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (3; 1 seminar, 2 clinical) (120 hours)

#### GNUR 755 : PMHNP 5 Seminar/Clinical

Discussion of advanced PMHNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate independent mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (4; 2 seminar, 2 clinical) (120 hours)

#### GNUR 756 : PMHNP Capstone Seminar/Clinical

In this culminating clinical course, students will demonstrate increased competency and accountability in the provision of comprehensive psychiatric-mental health care. Students will gain expertise by working with an identified population of choice and implementing

selected psychotherapeutic and pharmacological interventions. Students will develop an individual learning plan to address any gaps in the attainment of required Psychiatric Mental Health Nurse Practitioner competencies. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Culminating clinical practice preceptorship to demonstrate independent, competent, appropriate care of individuals across the lifespan. (6; 2 seminar, 4 clinical) (240 hours)

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**GNUR 791 : Independent Study**

Opportunities for advanced study in selected topic related to student's area of interest. Consent of the Dean required. (1-4)

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**GNUR 795 : D.N.P. Project Proposal**

Builds upon previous D.N.P. courses and provides students a structured environment to begin the D.N.P. project process, including developing strategies for translating research findings into sustainable improvements in patient and clinical outcomes for a diverse population. The use of information technology and interprofessional collaboration will be emphasized. Models used to guide the process of implementing and evaluating evidence-based practice change will be examined. (1)

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**GNUR 796 : D.N.P. Project Proposal Seminar**

Mentorship and guidance for successful proposal of D.N.P. project. May be repeated for credit until project successfully proposed. (2)

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**GNUR 797 : D.N.P. Project Seminar**

Student will plan, implement, evaluate, and disseminate the results of a D.N.P. project. This seminar course is repeated for credit every semester after D.N.P. Project proposal is accepted until their final semester. Students will take the Final Seminar in their final semester. Each semester will focus on different aspects of the project; including, planning, implementation, and data analysis. (1)

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**GNUR 798 : D.N.P. Project Clinical Hours**

Variable credit D.N.P. Project Experience course for students to progress through the D.N.P. Project sequence. Required number of clinical credits will be between 5 and 15 depending on their program. Required number of credits will be delineated by the APC at the beginning of the student's program (1-5)

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**GNUR 799 : D.N.P. Project Final Seminar**

Dissemination of results of the D.N.P. Project through writing, presentation, and peer-review. May be repeated for credit until project successfully completed and disseminated. (2)

**D.N.P. Program Page:** <https://www.plu.edu/catalog-2025-2026/graduate-program/degrees/nursing-D.N.P./>

**Doctor of Nursing Practice (D.N.P.)**

<b>253.535.7674</b>	<b>www.plu.edu/D.N.P./</b>	<b>nurs@plu.edu</b>
Rhoberta Haley, Ph.D., Dean		

**Accreditation**

~~The Doctor of Nursing Practice program and post-graduate APRN certificate programs at Pacific Lutheran University are accredited by the Commission on Collegiate Nursing Education (<http://www.ceneaccreditation.org>).~~

~~The Family Nurse Practitioner curriculum meets the eligibility requirements for Family Nurse Practitioner Certification.~~

~~The Psychiatric Mental Health Nurse Practitioner curriculum meets the eligibility requirements for Psychiatric Mental Health Nurse Practitioner Certification.~~

~~The Emergency Nurse Practitioner curriculum meets the eligibility requirements for Emergency Nurse Practitioner Certification.~~

**Admission Criteria**

- ~~● B.S.N. to D.N.P.: Hold a baccalaureate degree in nursing from a nationally accredited school of nursing~~
- ~~● M.S.N. to D.N.P. post-master's: Completion of a master's degree in nursing from a nationally accredited school of nursing~~
- ~~● A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work~~
- ~~● Submission of PLU Graduate Application forms and non-refundable fee~~
- ~~● Official transcripts from each college and university attended~~
- ~~● Professional résumé~~
- ~~● Statement of professional goals~~
- ~~● Two letters of recommendation~~
- ~~● Civil, administrative and criminal history clearance in all states as well as any other applicable territory or country~~
- ~~● Fluency in speaking, reading, writing and comprehending graduate-level English (see policy and procedures in the Graduate Application Addendum)~~

### **Advance Deposit**

There are limitations on the number of students accepted into the D.N.P. program each year. Applicants accepted into the program are required to make a non-refundable \$300 advance tuition payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

### **Program Requirements**

*All admitted D.N.P. students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:*

- Unrestricted licensure as a registered nurse in the State of Washington or a Multi-State License from their home state of record under the Nurse License Compact;
- Immunization and health status;
- CPR certification;
- Comprehensive personal health insurance; and
- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.

### **Drug Testing Policy**

Students may be required to submit to drug screenings as required by the clinical agencies and School of Nursing. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or the School of Nursing.

### **Advising**

The Program Coordinator or designee for the School of Nursing typically completes initial advising and program planning with interested applicants and admitted students. Post-master's students will meet with the Program Coordinator or designee to conduct a Gap Analysis of previous master's coursework and develop a plan of study to meet the D.N.P. degree requirements. D.N.P. applicants are strongly encouraged to attend one of the regularly scheduled information sessions and review the website. Upon matriculation, all students are assigned a graduate faculty advisor.

### **Non-Matriculated Students**

B.S.N. or M.S.N.-prepared registered nurses may, with permission of the Program Coordinator or designee, enroll in up to nine semester hours of D.N.P. courses on a non-matriculated basis. Non-matriculated students are, by definition, non-degree-seeking individuals, and there is no guarantee that non-matriculated students will eventually be admitted. Non-matriculated students must formally apply to, and be accepted to, the D.N.P.

program if they want to seek a D.N.P. degree. For more information on non-matriculated status, see the Graduate School policies.

## **D.N.P. Program for ~~B.S.N. (Prepared Registered Nurses)~~ M.S.N. prepared Registered Nurses or Advanced Practice Registered Nurses**

### ~~D.N.P. Program for B.S.N. (Prepared Registered Nurses)~~

The Doctor of Nursing Practice program is designed for nurses seeking a terminal degree at the highest level of nursing practice. The sequence of study recognizes the academic and professional success of the ~~baccalaureate~~ **master's** degree as the groundwork for graduate study. ~~A limited number of candidates are admitted each year and admission is competitive.~~

~~The PLU Doctor of Nursing Practice degree prepares graduates in the advanced practice specialty area of Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. Graduates are able to develop and evaluate quality within a health system, collaborate with inter-professional teams to improve health outcomes, and be leaders in the nursing profession. The D.N.P. curriculum consists of core coursework (theory, advanced practice roles, evaluation and outcomes research, leadership and management, and advanced health promotion, information systems and patient care technology, epidemiology, analytical methods, translating research into practice, and health policy), and a D.N.P. Final Project and the specialty track coursework for either the Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner specialty.~~

- ~~● The Family Nurse Practitioner specialty core coursework focuses on client-centered clinical practice, and prepares nurse practitioners to respond to the needs of today and tomorrow's health care consumers, to manage direct care based on advanced assessment and diagnostic reasoning, to incorporate health promotion and disease prevention interventions into health care delivery, and to recognize their potential for professional growth, responsibility, and autonomy. Successful completion of the D.N.P. Family Nurse Practitioner program qualifies students to sit for national certification examinations for Family Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.~~
- ~~● The Psychiatric Mental Health Nurse Practitioner specialty coursework prepares nurses to provide comprehensive mental health, psychiatric and addictions care at the advanced practice level in hospitals, outpatient, and community settings. Scope of practice includes advanced practice psychiatric mental health nursing assessment, psychopharmacology, group, individual and family therapy and advanced nursing interventions across the lifespan. Successful completion of the D.N.P. Psychiatric Mental Health Nurse Practitioner track qualifies students to sit for national certification examinations for Psychiatric Mental Health Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.~~

## Doctor of Nursing Practice Degree Requirements

~~80~~ **33** semester hours

**Prerequisite Course:** Introductory Statistics (including inferential and descriptive) with a minimum grade of 3.0 (B).

- ~~Core~~ **D.N.P. Courses – 34 24 semester hours**
  - ~~GNUR 701: Foundations of Scholarly Writing & Communications (2)~~
  - ~~GNUR 702: Advanced Practice Roles & Collaboration (1)~~
  - ~~GNUR 703: Theoretical Foundations & Evidence Based Practice (3)~~
  - ~~GNUR 704: Population Health, Policy, & Politics (2)~~
  - ~~GNUR 705: Information Systems & Patient Care Technology (2)~~
  - ~~GNUR 706: Biostatistics, Analytical Methods, & Epidemiology (3)~~
  - ~~GNUR 707: Quality Improvement & Research Methods (3)~~
  - ~~GNUR 708: Advanced Practice Leadership & Resource Management (3)~~
  - ~~GNUR 710: Advanced Pathophysiology (3)~~
  - ~~GNUR 711: Advanced Pharmacotherapeutics (3)~~
  - ~~GNUR 712: Advanced Pharmacotherapeutics Discussion (1)~~
  - ~~GNUR 713: Advanced Physical Assessment (3)~~
  - ~~GNUR 714: Advanced Practice Clinical Diagnosis & Management (2)~~
  - **GNUR 602: Translational Scholarship & QI (3)**
  - **GNUR 603: Applied Statistics (3)**
  - **GNUR 761: Knowledge Dissemination & Impact (3)**
  - **GNUR 762: Health Policy & Advocacy (3)**
  - **GNUR 763: Leading Organizations & Systems (3)**
  - **GNUR 764: Foundations of D.N.P. (3)**
  - **GNUR 765: Informatics & Emerging Technologies (3)**
  - **GNUR 767: Resource Management (3)**
- **Doctor of Nursing Practice Scholarly Project Courses – *minimum 13-9* semester hours**
  - ~~GNUR 795: D.N.P. Project Proposal (1)~~
  - ~~GNUR 796: D.N.P. Project Proposal Seminar (2)~~
  - ~~GNUR 797: D.N.P. Project Seminar (1 each semester after N791 until final semester)~~
  - ~~GNUR 798: D.N.P. Project Clinical Hours (1-5)~~
  - ~~GNUR 799: D.N.P. Project Final Seminar (2 in final semester)~~
  - **GNUR 792: D.N.P. Project 1 (3)**
  - **GNUR 793: D.N.P. Project 2 (3)**
  - **GNUR 794: D.N.P. Project 3 (3)**
- ~~Family Nurse Practitioner Core Courses – 34 semester hours~~
  - ~~GNUR 715: Psych/Mental Health Essentials for Primary Care (2)~~
  - ~~GNUR 720: Primary Care Procedures & Diagnostics (3)~~

- GNUR 721: FNP 1 (2)
- GNUR 722: FNP 2 (2)
- GNUR 723: FNP 3 (2)
- GNUR 724: FNP 4 (1)
- GNUR 731: FNP 1 Seminar/Clinical (3)
- GNUR 732: FNP 2 Seminar/Clinical (3)
- GNUR 733: FNP 3 Seminar/Clinical (3)
- GNUR 734: FNP 4 Seminar/Clinical (3)
- GNUR 735: FNP 5 Seminar/Clinical (4)
- GNUR 736: FNP Capstone Seminar/Clinical (6)

● **Psychiatric Mental Health Nurse Practitioner Core Courses — 38 semester hours**

- GNUR 716: Primary Care Essentials for PMHNPs (2)
- GNUR 717: Management of Substance Abuse & Addiction (2)
- GNUR 718: Management of Complex Trauma (2)
- GNUR 740: Psychopharmacology Across the Lifespan (3)
- GNUR 741: PMHNP 1 (2)
- GNUR 742: PMHNP 2 (2)
- GNUR 743: PMHNP 3 (2)
- GNUR 744: PMHNP 4 (1)
- GNUR 751: PMHNP 1 Seminar/Clinical (3)
- GNUR 752: PMHNP 2 Seminar/Clinical (3)
- GNUR 753: PMHNP 3 Seminar/Clinical (3)
- GNUR 754: PMHNP 4 Seminar/Clinical (3)
- GNUR 755: PMHNP 5 Seminar/Clinical (4)
- GNUR 756: PMHNP 6 Seminar/Clinical (6)

**Post-Master's Doctor of Nursing Practice Degree for Advanced Practice Nurses**

The post-master's D.N.P. degree builds on the master's degree in advanced practice nursing (Nurse Practitioner, Certified Nurse Midwife, Clinical Nurse Specialist, Certified Registered Nurse Anesthetist). Students complete the D.N.P. Core and D.N.P. Project coursework. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and which additional courses will be required for the PLU D.N.P. degree.

**Post-Master's Doctor of Nursing Practice Degree for Those Seeking a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Specialty**

The post-master's D.N.P. for master's-prepared nurses who wish to complete the Family Nurse Practitioner (FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP) specialty builds on master's level coursework, with the student completing the FNP or PMHNP specialty core, the D.N.P. Core and the D.N.P. Scholarly Project coursework at PLU. A Gap

~~Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and which additional courses will be required for the PLU D.N.P. degree.~~

### ~~Post-Master's Doctor of Nursing Practice with Master of Business Administration for Nurse Executives~~

~~This program is on hiatus for the 2025-26 academic year.~~

#### ~~Minimum 65 semester hours~~

~~The post-master's D.N.P. degree builds on the core master's degree in nursing in preparing and supporting nurses in executive positions from senior unit nurse manager to C-Suite positions or with an intended route within 2 years. Designed as a 3-year full-time program, students complete the D.N.P. Core courses (except GNUR 708) and the courses required for an M.B.A. Part-time options are available; students must complete the degree requirements within 7 years of their first matriculated course to be awarded both the D.N.P. and the M.B.A. degrees. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and may be waived.~~

#### ~~● Core D.N.P. Courses — 16 semester hours~~

- ~~○ GNUR 701: Foundations of Scholarly Writing & Communications (2)~~
- ~~○ GNUR 702: Advanced Practice Roles & Collaboration (1)~~
- ~~○ GNUR 703: Theoretical Foundations & Evidence Based Practice (3)~~
- ~~○ GNUR 704: Population Health, Policy, & Politics (2)~~
- ~~○ GNUR 705: Information Systems & Patient Care Technology (2)~~
- ~~○ GNUR 706: Biostatistics, Analytical Methods, & Epidemiology (3)~~
- ~~○ GNUR 707: Quality Improvement & Research Methods (3)~~

#### ~~● Doctor of Nursing Practice Scholarly Project Courses — minimum 13 semester hours~~

- ~~○ GNUR 795: D.N.P. Project Proposal (1)~~
- ~~○ GNUR 796: D.N.P. Project Proposal Seminar (2)~~
- ~~○ GNUR 797: D.N.P. Project Seminar (1 each semester after N791 until final semester)~~
- ~~○ GNUR 798: D.N.P. Project Clinical Hours (1-5)~~
- ~~○ GNUR 799: D.N.P. Project Final Seminar (2 in final semester)~~

#### ~~● Master of Business Administration Courses — 36 semester hours~~

- ~~○ BMBA 509: Global Business Perspectives (4)~~
- ~~○ BMBA 510: Legal, Ethical, and Social Responsibilities of Business (4)~~
- ~~○ BMBA 511: Accounting for Decision Making (4)~~
- ~~○ BMBA 513: Marketing Management (4)~~
- ~~○ BMBA 515: Organizations, Leadership, and Change Management (4)~~
- ~~○ BMBA 517: Understanding & Managing Financial Resources (4)~~

- ~~○ BMBA 521: Supply Chain and Information Management (4)~~
- ~~○ BMBA 522: Quantitative and Managerial Decision Analysis (4)~~
- ~~○ BMBA 523: Business Strategy and Innovation Management (4)~~

## Courses

### **D.N.P. Courses**

#### **GNUR 602: Translational Scholarship & QI**

Prepares students to translate evidence into practice using quality improvement methods. Emphasis on skills needed to evaluate structures, processes, and outcomes within healthcare delivery systems. Students focus on the practical mechanics of change. (3)

#### **GNUR 603: Applied Statistics**

Provides the applied analytical framework necessary for conducting a scholarly project. Emphasize on the practical application of statistics to real-world data and the development of data analysis plans. (3)

#### **GNUR 761: Knowledge Dissemination & Impact**

Focuses on dissemination of evidence, practice innovations, and D.N.P. project outcomes to professional, organizational, and community stakeholders. Emphasis is placed on scholarly communication, knowledge translation, and evaluation of dissemination impact. (3)

#### **GNUR 762: Health Policy & Advocacy**

Prepares students to lead large-scale systemic changes by influencing health policy and managing population health at the macro level. Emphasis on legislative advocacy and the use of epidemiological data to design programs that address the root causes. (3)

#### **GNUR 763: Leading Organizations & Systems**

Prepares nurses to assume leadership roles in healthcare systems and organizations. Students examine theoretical frameworks of transformational leadership, organizational behavior, and strategic management while developing competencies essential for leading interprofessional teams. Emphasis is placed on systems thinking, evidence-based decision making, change management, and ethical leadership practices in diverse healthcare settings. (3)

#### **GNUR 764: Foundations of D.N.P.**

Introduces the Doctor of Nursing Practice role with emphasis on professional identity, leadership development, and foundational knowledge for advanced nursing practice. Students examine theoretical frameworks, ethical practice, and systems thinking to guide clinical, organizational, and population-level decision-making. (3)

**GNUR 765: Informatics & Emerging Technologies**

Examines the integration of health informatics and emerging technologies to lead evidence-based practice, educational innovation, and organizational transformation. Emphasis on optimizing clinical outcomes, enhancing healthcare safety, and driving systemic quality improvement across diverse professional environments. (3)

**GNUR 767: Resource Management**

Examines financial and human resource management in healthcare organizations to support quality, safety, and sustainability. Students analyze budgeting, staffing, and resource allocation strategies to inform leadership decisions. (3)

**GNUR 792: D.N.P. Project 1**

Guides students in the development of a D.N.P. scholarly project proposal grounded in evidence, population health, and organizational priorities. (3: 1 didactic, 2 project)

**GNUR 793: D.N.P. Project 2**

Focuses on implementation and evaluation of the D.N.P. project using evidence-based interventions and quality improvement methods. (3: 1 didactic, 2 project)

**GNUR 794: D.N.P. Project 3**

Emphasizes evaluation, dissemination, and sustainability of the D.N.P. project. (3: 1 didactic, 2 project)

Catalog

Graduate Program Page: <https://www.plu.edu/catalog-2025-2026/graduate-program/degrees/>

**Degrees (Graduate)**

**Doctor of Education (Ed.D.) – [www.plu.edu/doctor-of-education](http://www.plu.edu/doctor-of-education)**

**Doctor of Nursing Practice (D.N.P.) – [www.plu.edu/D.N.P./](http://www.plu.edu/D.N.P./)**

~~○ B.S.N. to D.N.P.~~

○ M.S.N. to D.N.P.

~~○ M.S.N. (APRN Prepared) to D.N.P.~~

~~○ D.N.P./M.B.A. Nurse Executive~~

~~The Post-Master's Doctor of Nursing Practice with Master of Business Administration for Nurse Executives Program is on hiatus for the 2025-26 academic year.~~

**Post-Graduate Nurse Practitioner Certificates – [www.plu.edu/post-graduate-nursing-certificates](http://www.plu.edu/post-graduate-nursing-certificates)**

- Family Nurse Practitioner (FNP) Certificate: [www.plu.edu/post-graduate-nursing-certificates/programs-of-study/fnp/](http://www.plu.edu/post-graduate-nursing-certificates/programs-of-study/fnp/)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate: [www.plu.edu/post-graduate-nursing-certificates/programs-of-study/pmhnp/](http://www.plu.edu/post-graduate-nursing-certificates/programs-of-study/pmhnp/)
- ~~Emergency Nurse Practitioner (ENP) Certificate: [www.plu.edu/post-graduate-nursing-certificates/programs-of-study/enp/](http://www.plu.edu/post-graduate-nursing-certificates/programs-of-study/enp/)~~
  - ~~The ENP certificate program is on hiatus for the 2025-26 academic year~~

**Master of Arts (Marriage and Family Therapy) (M.A.) – [www.plu.edu/mft/](http://www.plu.edu/mft/)**

**Master of Arts in Education (M.A.E.)**

- Principal or Program Administrator Certification Only: [www.plu.edu/education/programs/principal-preparation-program/](http://www.plu.edu/education/programs/principal-preparation-program/)
- M.A.E. Certification (Elementary Education): [www.plu.edu/mae-teaching](http://www.plu.edu/mae-teaching)
- M.A.E. Certification (Secondary Education): [www.plu.edu/mae-teaching](http://www.plu.edu/mae-teaching)
- M.A.E. Alternative Routes: [www.plu.edu/mae-teaching](http://www.plu.edu/mae-teaching)
- Add-On Endorsement: [www.plu.edu/education/ppd/add-on-endorsements](http://www.plu.edu/education/ppd/add-on-endorsements)

**Master of Business Administration (M.B.A.) – [www.plu.edu/mba/](http://www.plu.edu/mba/)**

**Master of Fine Arts (Creative Writing) (M.F.A.) – [www.plu.edu/mfa](http://www.plu.edu/mfa)**

**Master of Science (Kinesiology) (M.S.) – [www.plu.edu/master-of-science-kinesiology](http://www.plu.edu/master-of-science-kinesiology)  
– The Master of Science in Kinesiology program is on hiatus for the 2025-26 academic year**

**Master of Science (Marketing Analytics) (M.S.) – [www.plu.edu/msma/](http://www.plu.edu/msma/) – The Master of Science in Marketing Analytics program is on hiatus for the 2025-26 academic year**

**Master of Science in Nursing (M.S.N.) – [www.plu.edu/M.S.N./](http://www.plu.edu/M.S.N./)**

- Entry-Level M.S.N.: [www.plu.edu/M.S.N./program-details/](http://www.plu.edu/M.S.N./program-details/)
- B.S.N. to M.S.N.: <https://www.plu.edu/M.S.N./program-details/>
- RN-B to M.S.N.: [www.plu.edu/M.S.N./program-details/](http://www.plu.edu/M.S.N./program-details/)

~~The RN-B to M.S.N. program is on hiatus for the 2025-26 academic year.~~

**Master of Social Work (M.S.W.) – [www.plu.edu/social-work/](http://www.plu.edu/social-work/)**

<https://www.plu.edu/catalog-2025-2026/certificates-and-endorsements/>

## **Certification and Endorsements**

### **Business**

**Accounting Certificate Program**  
**Certificate in Technology and Innovation Management (TIM)**  
**Certificate in Healthcare Management**  
**Certificate in Entrepreneurship and Closely-Held Enterprises**  
**Certificate in Supply Chain Management**

### **Education**

Bachelor's Level Teacher Certification:

**Elementary Education with options for Special Education, Reading, English Language Learners, and Early Childhood Education**  
**Health and Fitness K12**  
**Music Education K12**

Post-Bachelor's Teacher Certification:

**Master of Arts in Education with Certification**  
**M.A.E Alternative Routes to Certification (ARC)**

**Post-Master's Superintendent Certification**

**Doctor of Education with Superintendent Certification**

**Principal Certification**

### **Nursing**

**Family Nurse Practitioner (FNP) Post-Graduate ~~Master's~~ Certificate**

**Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Graduate ~~Master's~~ Certificate**

~~Emergency Nurse Practitioner (ENP) Post-Graduate Certificate~~—The ENP certificate program is on hiatus for the 2025-26 academic year

## **PHYSICS**

Type 2 – add permanent Core Curriculum course

Academic Year 2026-27

### Course

#### **PHYS 104: The Science of Sound – NW**

**An introduction to sound and music for non-science majors. Topics include vibrations, simple harmonic motion, waves, resonance, sound production in musical instruments, the human voice and ear, pitch, loudness, timbre, and acoustics. Includes an in-class laboratory. Prerequisite: PLU Math Placement into MATH 115 or above. (4)**

## Curriculum Changes for Information Only

Deletions are indicated by ~~blue strikethrough~~ | Additions are indicated in **blue bold**  
For conciseness, courses and catalog language sections that are not being changed, are not listed.

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### **FRENCH & FRANCOPHONE STUDIES**

Academic Year 2026-27

Type 1 - add Core Curriculum element to a Special Topic course

Course

#### **FREN 288/388 : Special Topics in French**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**The Core Curriculum Committee grants approval to add the GE Core element when taught as “Pocket Paris/Paris Poche”.**

### **GLOBAL & CULTURAL STUDIES**

Academic Year 2026-27

Type 1 - add Core Curriculum elements to Special Topic courses

Courses

#### **GLST 287 : Special Topics in Global Studies**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**The Core Curriculum Committee grants approval GE & ES Core elements when taught as “Introduction to Global Health”.**

**The Core Curriculum Committee grants approval GE & VW Core elements when taught as “Post Colonial Theory and Global Politics”.**

## HISTORY

Academic Year 2026-27

Type 1 - add Core Curriculum element to a Special Topic course

### Course

#### **HIST 389 : Special Topics in Non-Western History**

This course offers students the opportunity to enhance cultural understanding through the examination of non-Western cultures. (1 to 4)

**The Core Curriculum Committee grants approval GE & ES Core elements when taught as “History of Photography”.**

## LATINO STUDIES

Academic Year 2026-27

Type 1 - add Core Curriculum element to a Special Topic course

### Course

#### **LTST 287 : Special Topics in Latino Studies**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

**The Core Curriculum Committee grants approval IT Core element when taught as “Undocumented Immigrants and the Politics of Their Representation”.**

## NATIVE AMERICAN & INDIGENOUS STUDIES

Academic Year 2026-27

Type 1 - change course number and title; catalog editorial change

### Course

NAIS ~~361~~ **261** : ~~Storyed Survivance: Seminar on~~ **Stories, Resistance and Resilience: World** on Indigenous Literatures - IT, GE

Stories have an immense importance for Indigenous people globally and that importance is reflected in the many Indigenous literatures that have emerged since **C**olonization. This ~~seminar~~ **course** exposes students to Indigenous literature and critical approaches from around the world, helping them to understand why Indigenous literatures matter. (4)

Courses

**PPAP 321 : The Art of the Book I – CX**

This studio course explores the history, aesthetics, and creative dimensions of book design ~~and~~, typography, **and printing as it relates to artist books. Students will learn the basics of letterpress printing and bookbinding.** Prerequisite: Declared PPA minor or permission of instructor. Cross-listed with ARTD 315, ENGL 313. (4)

**PPAP 322 : The Art of the Book II - CX**

~~Individual projects to explore further typography and fine bookmaking.~~ **This course allows students to further explore book design, typography, and printing as it relates to book arts through independent projects and demonstrations.** Prerequisite: PPAP 321 / ARTD 315 / ENGL 313 with a B grade or better or permission of instructor. Cross-listed with ENGL 314. (4)

**ENGL 313 : The Art of the Book I - CX**

This studio course explores the history, aesthetics, and creative dimensions of book design ~~and~~, typography, **and printing as it relates to artist books. Students will learn the basics of letterpress printing and bookbinding.** Prerequisite: Declared PPA minor or permission of instructor. Cross-listed with PPAP321, ARTD 315. (4)

**ENGL 314 : The Art of the Book II - CX**

~~Individual projects to explore further typography and fine bookmaking.~~ **This course allows students to further explore book design, typography, and printing as it relates to book arts through independent projects and demonstrations.** Prerequisite: PPAP 321 / ARTD 315 / ENGL 313 with a B grade or better or permission of instructor. Cross-listed with PPAP 322. (4)

**ARTD 315 : The Art of the Book I - CX**

This studio course explores the history, aesthetics, and creative dimensions of book design ~~and~~, typography, **and printing as it relates to artist books. Students will learn the basics of letterpress printing and bookbinding.** Prerequisite: Declared PPA minor or permission of instructor. Cross-listed with PPAP 321, ENGL 313. (4)