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

Accreditations

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

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

The nurse-midwifery post-master's certificate program and master's program are accredited by the **ACNM Accreditation Commission for Midwifery Education (ACME) (formerly ACNM Division of Accreditation),** 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; Tel: 240-485-1802, **www.midwife.org/acme**, **http://www.midwife.org/acme**, **acme@ACNM.org**

The Doctor of Nursing Practice, the Master of Science in Nursing program and the post-master's certificates, including the nurse-midwifery, family nurse practitioner, and women's health care nurse practitioner tracks, are accredited by the **Accreditation Commission for Education in Nursing (ACEN)**, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; Tel: 404-975-5000.

Frontier Nursing University, Inc. (formerly Frontier School of Midwifery and Family Nursing) is licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Guaranty Bond

The Guaranty Bond is maintained on file in the office of the Vice President of Finance of FNU at170 Prosperous Place Lexington KY, 40509. The Guaranty Bond is available for review upon request during normal business hours by any and all interested parties.

Civil Rights Notice of Non-Discrimination

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

FNU Human Resource Manager
195 School Street
Hyden, KY 41749
Phone (606) 672-2312
Fax (606) 672-3776
email: **Beulah.Couch@frontier.edu**

Georgia Disclosure Statement

Frontier Nursing University is permitted in the state of Georgia as determined by the Nonpublic Postsecondary Education Commission (NPEC). Frontier Nursing University students are permitted to follow the Complaint Process as posted on the NPEC website located at http://www.gnpec.org.

Minnesota Disclosure Statement

Frontier Nursing University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Texas Disclosure Statement

Frontier Nursing University is excluded from regulation by the Texas Workforce Commission under Chapter 132 of the Texas Education Code. Frontier Nursing University is licensed by the Kentucky Council of Postsecondary Education; any interested parties may locate the Complaint Process at http://cpe.ky.gov/.

Texas Higher Education Coordinating Board

Frontier Nursing University holds a Certificate of Authorization from the Texas Higher Education. Frontier Nursing University students are permitted to follow the Complaint Process as posted on the Texas Higher Education Coordinating Board website located at: **http://www.thecb.state.tx.us**
The web address for the rules governing student complaints in compliance with Title 19 of the Texas Administrative Code, Sections 1.110 - 1.120: **http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y**

Washington Disclosure Statement

Frontier Nursing University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Frontier Nursing University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

About Frontier Nursing University

Mission

The Frontier Nursing University is a private, non-profit, non-residential graduate school of nursing offering community-based, distance education programs leading to the Doctor of Nursing Practice degree, the Master of Science in Nursing Degree and/or post-master's certificates in advanced practice nursing specialties. Our mission is to educate nurses to become competent, entrepreneurial, ethical and compassionate nurse-midwives and nurse practitioners who are leaders in the primary care of women and families with an emphasis on underserved and rural populations.

Adopted FNU Board of Directors 1/5/2011

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

Adopted FNU Board of Directors 10/17/2008

Vision Statement

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

Values

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

Elaboration of the Vision

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

adopted Board of Directors 1/5/2011

Philosophy

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

Person

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

Environment

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

Health

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

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

Nursing

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. A primary focus of nursing is health promotion and disease prevention.

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

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

Education

The FNU assumes that undergraduate nursing education includes the science of nursing and incorporates knowledge from the humanities, and behavioral, physical, and social sciences.
In a perspective that places family needs in the center, the art and science of nurse-midwifery and nurse practitioner education evolves from a solid base of knowledge and skills acquired through a combination of study, observations and experiences that provide the way for safe and thoughtful health care, wherein choices and control reside within the family.

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

Education at the FNU is further based on the beliefs that:
- Nurse-midwifery and nurse practitioner education has essential content that is shared across the curriculum. The communication and collaboration of the faculty in the development and operations of the programs of the FNU exemplify this belief.
- Learning occurs at a rate which varies with individuals. Learning is effective when self-directed, and with students assuming major responsibility for their own learning practice and evaluation. Learning is

enhanced by essential structure that supports progress, motivation, and allows for various effective teaching strategies.
- Learning professional skills and responsibilities is enhanced through a clearly defined program of study implemented by master professional preceptors regardless of geographic location.
- Adult learners are self-motivated. They draw upon multiple experiences, which may not fit traditional learning structures. Faculty members guide a community of learners.
- Community-based education meets the needs of those learners for whom conventional residential education programs are not available or who learn best through directed independent study.
- The goal of the faculty of the FNU is to foster autonomous learners who have the skills to think critically. Critical thinking skills are necessary for accurate assessment, diagnosis and management of client problems.
- The faculty/student relationship is characterized by mutual respect, responsibility and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication. Faculty offer support, facilitate learning and are role models for students.

History

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

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

As the number of births decreased in Leslie County during the 1980s it became difficult to support a traditional midwifery program. In 1989 the nurse-midwifery program was transferred to the University of New Mexico. That class graduated on October 27, 1991 under the flag of the Frontier Nursing University (FNU). During this time period, the Community-based Nurse-midwifery Education Program (CNEP) began as a pilot project funded by the PEW Foundation. The development of the CNEP was originally a cooperative effort of the Maternity Center Association (MCA), the National Association of Childbearing Centers (NACC), Frances Payne Bolton School of Nursing, Case Western Reserve University (FPBSON/CWRU) and the Frontier Nursing Service (FNS). The goal was to enable nurses to remain in their communities while obtaining graduate education as nurse-midwives and ultimately increase the number of practicing nurse-midwives working in underserved areas. The pilot project was very successful. In 1990, the FNU recognized that the CNEP model of education matched its own goals and mission. The President of the School and the Board of Directors voted to adopt the CNEP as its nurse-midwifery education program in 1991. Since then CNEP has graduated over 1,775 nurse-midwives.

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

At this time the FNU developed the first family nurse practitioner (FNP) program in the United States. In 1970, the name of the School was changed to the FNU to reflect the addition of the FNP program. The last classes to graduate from the traditional nurse-midwifery and family nurse practitioner programs were in August of 1990. The family nurse practitioner program was discontinued at that time at the school focused on developing the distance learning nurse-midwifery education program.

The Community-Based Nurse-Midwifery Education Program was so successful in providing the opportunity for graduate education to nurses living in their own communities, the school leadership decided to re-establish the family nurse practitioner program using the same community-based model. The Community-based Family Nurse Practitioner (CFNP) education program was established in 1999. With the acceptance of CFNP class 1 in 1999,

the FNU came full circle in its mission to educate nurses to provide primary care that is comprehensive, safe, and culturally sensitive. In 2003 FNU transitioned the programs from certificate programs to began an Master of Science in Nursing (MSN) program with two tracks ; nurse-midwifery and family nurse practitioner.. In 2005, FNU added the Women's Health Care Nurse Practitioner track to the MSN options and added post-master's certificates for all three tracks.

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

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

In 2014, Frontier Nursing University began offering a newly developed curriculum for nurses who wish to become nurse-midwives and nurse practitioners. The new curriculum begins by completing a Master of Science in Nursing degree and and then offers a seamless transition to a Companion Doctor of Nursing Practice (DNP) degree. This curriculum is designed to prepare nurse-midwives and nurse practitioners to be excellent clinicians and to have the expertise needed to translate evidence into best practices so that mothers, babies, and families receive the highest quality care. The goals include that the student becomes a leader in the health care system and influences the system to provide high quality patient care.

The new DNP program was designed to confer a Master of Science in Nursing (MSN) degree and offer a seamless transition to the Doctor of Nursing Practice (DNP) degree. The advantage to this program is that students can elect to complete both the MSN and the DNP degree without interrupting their studies. Conferring the MSN allows the students to sit for the national certification exam and begin their work as clinicians in their communities. This meets our mission of providing care in rural and underserved areas. When students complete the requirements for the MSN they may choose to continue in the DNP program or step out with the MSN. This is the ideal curriculum for nurses who want either a MSN degree or an MSN plus Doctor of Nursing Practice degree. This plan furthers the FNU tradition of leadership in the education of nurse-midwives and nurse practitioners.

School Song

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

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

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

Board of Directors
Dr. Michael Carter, *Chair*
Mr. Mike Rust, *Vice-Chair*
Ms. Marion McCartney, *Secretary*
Mr. John Foley, *Treasurer*
Miss Jane Leigh Powell
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Dr. Eunice (Kitty) Ernst

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

Department of Midwifery and Women's Health

Description
The Department of Midwifery and Women's Health offers the Community-based Nurse-midwifery Education Program (CNEP) and the Community-based Women's Health Care Nurse Practitioner (CWHCNP) Education Program. The department has clinical sites across the United States with more added regularly. The Frontier Nursing University knows that the CNEP and CWHCNP programs of study have led and will continue to lead the effort to improve health care for women and babies.

Students in the CNEP receive a MSN with a nurse-midwifery concentration and can choose to seamlessly continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-master's certificate option in nurse-midwifery is also available for students who have already completed a MSN. CNEP graduates are eligible to take the national certification examination given by the American Midwifery Certification Board (AMCB) as soon as they complete all requirements for the MSN or post-master's certificate.

Students in the CWHCNP program receive a MSN with a women's health care nurse practitioner concentration and can choose to seamlessly continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-master's certificate option as a WHCNP is also available. CWHCNP program graduates are eligible to take the national certification examination for women's health care nurse practitioners given by the National Certification Council (NCC) as soon as they complete all requirements for the MSN or post-master's certificate.

Purpose
The purpose of the Department of Midwifery and Women's Health is to significantly increase the numbers of nurse-midwives and women's health care nurse practitioners to meet the needs of women and families residing in all areas with a particular focus on rural and underserved areas as well as those choosing birth center care by:
- Offering a structured off campus education program for nurse-midwives and women's health care nurse practitioners to nurses who choose to learn in their community and who learn best through self-directed independent study.
- Preparing nurse-midwives and women's health care nurse practitioners to establish and manage a practice, service or free standing birth center.
- Commitment and collaboration between FNU's centralist academic structure and community-based clinical preceptors.
- Demonstrating innovative non-traditional models for completion of graduate education through our community-based distance education program.

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

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

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

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

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

Learning occurs at a rate which varies with individuals. It is effective when self-directed with students assuming major responsibility for their own learning practice and evaluation.
Adult learners are self-motivated drawing upon multiple experiences which may not fit traditional learning structures.

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

The faculty-student relationship consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.
CNEP and CWHCNP are joint ventures between students, their families, and faculty. We are a "community" dedicated to the goal of improving the quality and accessibility of healthcare to women and children by increasing the numbers of nurse-midwives and women's health care nurse practitioners who can provide safe, sensitive care to women and families.

The Department of Midwifery and Women's Health Care is committed to the recruitment and retention of faculty and students from cultural ethnic minorities who express their dedication to service within their own communities.

Objectives
The objectives of the Department of Midwifery and Women's Health is to prepare graduates who will be able to:
- Demonstrate safe, culturally sensitive health care for newborns and women across the lifespan.
- Use critical and reflective thinking skills to provide evidence based care.
- Lead knowledge generation in clinical practice to improve outcomes
- Emulate the hallmarks of midwifery and women's health care practice.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate an understanding of the political and economic environment within which nurse-midwives and women's health care nurse practitioners provide care.
- Evaluate health care practice through peer review and quality improvement initiatives.
- Advocate for empowerment of women, families and communities.
- Establish and maintain quality services in birth centers or other practice settings in a fiscally sound and financially responsible manner.
- Mentor and teach nurse-midwifery students or women's health care nurse practitioner students In the clinical setting.
- Demonstrate leadership to initiate and guide change in clinical practice
- Demonstrate Information literacy skills in complex decision making
- Demonstrates an understanding of the appropriate use of technology to implement and evaluate health care.

Department of Family Nursing

Description
The purpose of the Department of Family Nursing is to prepare family nurse practitioners to care for families residing in rural or other underserved areas by offering a structured off-campus Community-based Family Nurse Practitioner (CFNP) program with an across the lifespan population focus. This program of study is structured for nurses for whom traditional programs are not accessible or who learn best through self-directed independent study.

Students in the CFNP receive a MSN with a family nurse practitioner (FNP) concentration and can choose to seamlessly continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-master's certificate option with a family nurse practitioner concentration is also available. CFNP graduates are eligible to take the national certification examination given by either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP) upon completion of all requirements for either the MSN or post master's certificate.

Purpose
The purpose of CFNP specialty track is to educate nurse practitioners to meet the needs of families residing in all areas with a particular focus on rural and underserved areas, by:
- Offering a structured off-campus program of nurse practitioner education to nurses who, choose to learn in their community, learn best through self-directed independent study.
- Preparing nurse practitioners that can apply sound practice management strategies.
- Commitment and collaboration between the FNU's centralist academic structure and community-based clinical nurse practitioner preceptors.
- Demonstrating innovative non-traditional models for completion of graduate education.

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

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

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

Nurse practitioners in a variety of settings can be prepared to serve as preceptors.
Learning occurs at a rate which varies with individuals. It is effective when self-directed with students assuming major responsibility for their own learning practice and evaluation.
Adult learners are self-motivated, drawing upon multiple experiences which may not fit traditional learning structures.

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

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

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

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

Objectives

The objectives of the Department of Family Nursing are to prepare graduates who will be able to:
- Deliver safe, culturally sensitive health care to clients across the lifespan.
- Apply critical and reflective thinking skills to provide evidence based care.
- Lead knowledge generation in clinical practice to improve health outcomes.
- Emulate characteristics of a professional.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate an understanding of the political and economic environment within which primary care is provided.
- Evaluate nurse practitioner practice through peer review and quality improvement initiatives.
- Advocate for empowerment of clients, families and communities.
- Establish and maintain quality primary care services in a fiscally sound and financially responsible manner.
- Mentor and teach family nurse practitioner students in the clinical setting.
- Demonstrate leadership to initiate and guide change in clinical practice.
- Demonstrate information literacy skills in complex decision making.
- Demonstrates an understanding of the appropriate use of technology to implement and evaluate healthcare.

Academic Offerings

FNU is in the process of transitioning our programs from a traditional Master of Science in Nursing (MSN) and Post-Master's Certificates (PMC) to a program that allows students enrolled after January 1, 2014 the option to seamlessly continue to complete the Doctor of Nursing Practice (DNP) degree. The new MSN + Companion DNP program plan will be in effect for students enrolled after January 1, 2014. The PM-DNP program that has been offered since January 2008 will not be affected by the transition.

Program offerings include:
- Post-Master's Doctor of Nursing Practice (PM-DNP)
- Master of Science in Nursing (MSN) and Post-Master's Certificates (PMC) (for all students enrolled prior to January 1, 2014.)
- Master of Science in Nursing + Companion Doctor of Nursing Practice Plan (MSN + Companion DNP Plan) (for students enrolled after January 1, 2014.)
- Post-Master's Certificate + Companion Doctor of Nursing Practice Plan (PMC + Companion DNP Plan) (for students enrolled after January 1, 2014.)
- ADN Bridge Entry Option (for all students entering FNU with an Associate Degree in nursing and no Bachelor's degree in any field)

See the descriptions below for details about each program option.

Post-Master's Doctor of Nursing Practice (PM-DNP)

Description:

The FNU PM-DNP program is designed for family nurse practitioners, women's health care nurse practitioners, certified nurse-midwives, pediatric nurse practitioners, adult nurse practitioners, geriatric nurse practitioners and psychiatric mental health nurse practitioners to improve skills in the areas of leadership, clinical scholarship, evidence-based practice and clinical evaluation. All students entering the PM-DNP program must be registered nurses who have completed a master's degree in nursing or a related field and are nationally certified as a nurse-midwife or nurse practitioner. The PM-DNP program builds upon and expands these nurse-midwife or nurse practitioner competencies.

The PM-DNP curriculum has been carefully constructed to incorporate the eight essential competencies delineated by the American Association of Colleges of Nursing (AACN). The competencies address the following:
- Scientific underpinning for practice
- Organizational and systems leadership for quality improvement and systems thinking
- Clinical scholarship and analytical methods for evidence-based practice
- Information systems/technology and patient care technology for the improvement and transformation of health care
- Health care policy for advocacy in health care
- Inter-professional collaboration for improving patient and population health outcomes
- Clinical prevention and population health for improving the nation's health
- Advanced nursing practice

Purpose:

Comment [1]: test comment

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

Philosophy:
The Doctor of Nursing Practice Program draws on the clinical expertise of the faculty and students to prepare nurses at the highest clinical level to use their knowledge and clinical expertise to impact the health care of not only the individual but also the health care of the community, the region, and the nation. The PM-DNP program produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of NM and NP practice through the use of clinical scholarship and evidence based practice.

Objectives:
Graduates of the program will:
- Develop an advanced level of competence for practice that provides consumers with excellent primary care in an area of specialty.
- Demonstrate advanced levels of clinical scholarship.
- Critically analyze complex clinical situations and health care systems to promote optimal outcomes.
- Evaluate and apply conceptual models, theories, and research in order to improve the health status of diverse individuals and populations, with a focus on rural and underserved communities.
- Design, deliver, direct, evaluate and disseminate evidence-based practices to include research, statistics and epidemiological principles.
- Analyze the social, cultural, political and economic environment within the healthcare system.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate competence as a clinical educator.
- Demonstrate leadership to initiate and guide change in clinical practice.
- Advocate for empowerment of clients, families and communities. (Health Policy)
- Demonstrate information literacy skills in complex decision making.
- Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.

PM-DNP Curriculum Overview

The PM-DNP program is 33 semester credits. These include 8 credits (360 contact hours) of clinical practicum. The curriculum is delivered using distance education strategies over the course of five terms. There are two required on-campus experiences. The first is a three-day orientation to the program called PM-DNP Bound. The second on-campus experience is in the fifth term of the program, when students will attend a three-day residency during which they will present the oral presentation of their capstone projects to their student colleagues and faculty. During terms four and five, students complete 360 contact hours in their practicum.

The PM-DNP curriculum has been carefully constructed to incorporate the eight essential competencies delineated by the American Association of Colleges of Nursing (AACN). The competencies address the following:
- Scientific underpinning for practice
- Organizational and systems leadership for quality improvement and systems thinking
- Clinical scholarship and analytical methods for evidence-based practice
- Information systems/technology and patient care technology for the improvement and transformation of health care
- Health care policy for advocacy in health care
- Inter-professional collaboration for improving patient and population health outcomes
- Clinical prevention and population health for improving the nation's health
- Advanced nursing practice

~~The PM-DNP completion program is full-time plan of study designed for student to take 2 courses per term. Students will be accepted into a cohort and progress through the program with their cohort. The program is designed to be completed in five terms. If for any reason a student does not complete the program in five terms, they may through formal request to the PM-DNP Clinical Director, be allowed to take one extra term to complete their program of study. The student will be given an incomplete in any courses not completed and will be required to pay an added term fee of $1350. Failure to complete the program in six terms may result in dismissal from the program except under extraordinary circumstances.~~

Beginning with DNP 21, the PM-DNP program will have a 5-term and a 6-term option.

5-term option:

First term:
PC702 Epidemiology and Biostatistics (3-0)
PC718 Evidence Based Practice (3-0)

Second term:
PC713 Principles of Independent Practice (3-0)
N704 Leadership and Organizational Theory (3-0)
N720A DNP Project (1-0)

Third term:
PC711 Nurse as Educator (3-0)
N706 Evidence Based Practice and Information Technology (3-0)
N720B DNP Project (1-0)

Fourth term:
N705 Ethics and Health Care Policy (3-0)
N711 DNP Practicum I (0-4)

Fifth term:
N712 DNP Practicum II (0-4)
N720-C DNP Project (2-0)

6-term option:
First term:
PC702 Epidemiology and Biostatistics (3-0)
PC718 Evidence Based Practice (3-0)

Second term:
PC713 Principles of Independent Practice (3-0)
N704 Leadership and Organizational Theory (3-0)

Third term:
N720A DNP Project (1-0)
PC711 Nurse as Educator (3-0)

Fourth term:
N706 Evidence Based Practice and Information Technology (3-0)
N720B DNP Project (1-0)

Fifth term:
N705 Ethics and Health Care Policy (3-0)
N711 DNP Practicum I (0-4)

Sixth term:
N712 DNP Practicum II (0-4)
N720-C DNP Project (2-0)

First term:
PC702 Epidemiology and Biostatistics (3-0)
N702 Evidence Based Practice I (3-0)

Second term:
N703 Evidence Based Practice II (3-0)
N704 Leadership and Organizational Theory (3-0)
N720-A Capstone Project (1-0)

Third term:
N706 Evidence Based Practice and Information Technology (3-0)
PC711 The Nurse as Educator (3-0)

N720-B   Capstone Project (1-0)

Fourth term:
N705   Ethics and Health Care Policy (3-0)
N711   DNP Practicum I (0-4)

Fifth term:
N712   DNP Practicum II (0-4)
N720-C   Capstone Project (2-0)
Total 25 Didactic Credits + 8 Clinical Credits (360 hours) = 33

Master of Science in Nursing and Post-Master's Certificates (for students enrolled prior to January 1, 2014)

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

Philosophy
Health is a dynamic process reflecting one's physical, mental, and psychosocial state. Together these parameters determine a person's well-being and risk of illness.
Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.
Continuity of care for with emphasis on education, safety, comfort, and satisfaction, is the right of every family. It is our firm belief that families should have access to safe and sensitive health care where they are active participants in their care.
Education for nurse-midwives and nurse practitioners that is offered by a qualified faculty with a curriculum comparable or superior to academic standards established by the professions may take place in a variety of settings.
Active clinicians in a variety of settings can be prepared to serve as preceptors.
Adult learners are self-motivated drawing upon multiple experiences which may not fit traditional learning structures.
The community is the classroom for the student. Community-based education meets the needs of those learners for whom conventional residential programs are not available, or who learn best through self-directed study, and provides a rich learning environment for the student.
The faculty-student relationship consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.
The educational programs are joint ventures between students, their families, and faculty. We are a "community" dedicated to the goal of improving the quality and accessibility of healthcare to women and children by increasing the numbers of nurse-midwives and women's health care nurse practitioners who can provide safe, sensitive care to women and families.

Master of Science in Nursing Objectives
The objectives of the FNU graduate program are to provide the opportunity for students to:

Develop an advanced level of clinical competence for practice that provides consumers with excellent primary care in an area of specialty.
Develop a research knowledge base for systematic review, testing, and evaluation of nursing care actions, effects, and outcomes.
Acquire the research and practice foundation for doctoral study.

Master of Science in Nursing Core Curriculum Overview

Level I: Foundations for Practice
PC600 Health Promotion and Disease Prevention (2-0)
PC604 Pathophysiology for Primary Care (3-0)
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
PC612 Pharmacology for Advanced Practice (3-0)
Specialty Courses ([3-5]-0)

Level II: Clinical Management for Specialty Care
(22 didactic credits – 0 clinical credits)
PC615 Women's Health Care (3-0)
PC617 Primary Health Care I: Acute and Common Problems (3-0)
PC618 Research (3-0)
Specialty Courses ([3-13]-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC628 Skills for Primary Care (1-0)
Specialty Courses (1-0)

Level IV: Clinical Practicum
(1-4 didactic credits – 15 clinical credits)
Specialty Courses ([1-4]-15)
Didactic credits are 1=1 hour based on a 15 week semester
Clinical credits are 1=3 hours based on a 15 week semester

Post-Master's Certificate Objectives

Develop an advanced level of clinical competence for practice that provides consumers with excellent primary care in an area of specialty.
Advance the research knowledge base for systematic review, testing, and evaluation of nursing care actions, effects, and outcomes.

Post-Master's Core Curriculum Overview
Prerequisites
PC600 Health Promotion and Disease Prevention (2-0)
PC604 Pathophysiology for Primary Care (3-0)
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
PC618 Research (3-0)
Specialty Courses ([2-5]-0)

Level I: Foundations for Practice
PC612 Pharmacology for Advanced Practice (3-0)
Specialty Courses ([0-2]-0)

Level II: Clinical Management for Specialty Care
(22 didactic credits – 0 clinical credits)

PC615 Women's Health Care (3-0)
PC617 Primary Health Care I: Acute and Common Problems (3-0)
Specialty Courses ([3-13]-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC628 Skills for Primary Care (1-0)
Specialty Courses (1-0)

Level IV: Clinical Practicum
(1-4 didactic credits – 15 clinical credits)
Specialty Courses ([1-4]-15)
Didactic credits are 1=1 hour based on a 15 week semester
Clinical credits are 1=3 hours based on a 15 week semester

Sequencing of the MSN/Post Master's Certificates Program of Study
Frontier Bound Orientation
All students are required to come to Hyden, Kentucky for Frontier Bound, an orientation to the Frontier Nursing University (FNU). During the four-day session, students meet members of their faculty and staff, their advisor, and their fellow students. Time is spent learning skills needed for distance learning, making lifelong friends, reviewing courses, asking questions, and beginning to plan how to be a Frontier student after returning home. Frontier Bound is an experience in fun, learning, and friendship. During Frontier Bound, students stay on the historic FNU campus and are pampered with delicious home-cooked meals. Students must attend all Frontier Bound sessions in order to be eligible to enroll in their selected program of study.
Students who may be excused from Frontier Bound include: students who are returning FNU alumni who were actively enrolled as a student within the last two years or current students who are transferring from one specialty track to another.
To obtain an excuse from Frontier Bound, the student must make an appointment with the Associate Dean of their specialty track at time of admission. The Associate Dean will evaluate the student's knowledge of current Frontier Bound content and the individual student's needs. Based on the evaluation, the Associate Dean may excuse the student or require attendance at Frontier Bound.

Levels I and II: Foundations for Practice and Clinical Management for Specialty Care
Students complete coursework for Levels I and II in their community. This web-based course of study is completed in 4-8 terms depending on whether the student is full-time or part-time. Students are in frequent contact with their faculty and fellow students through e-mail, forums and phone. They also receive guidance and support from their Student Advisor and Associate Dean.

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

Level IV: Clinical Practicum
After attending Clinical Bound, students begin their clinical practicum. Students provide nurse practitioner or nurse-midwifery services in their community for four to ten months under the guidance of a master clinician preceptor. The FNU Regional Clinical Faculty (RCF) will provide guidance and support during this time to the student and the preceptor. In addition, the RCF evaluates both the clinical site and preceptor to insure excellence before the student begins the clinical experience. There are required clinical experiences that will assist the student in developing necessary clinical skills. Students may choose, or be required, to use more than one clinical

site in order to receive a variety of clinical experiences. Where the volume of clients will not make the experience goals possible, the student will be expected to use more than one clinical site.

Time Frames

Students may choose a full-time or part-time option for their FNU program of study. For planning purposes, the estimated time frames for completing each track are:

Program of Study	Full-time Program Length in Number of Terms*	Part-time Program Length in Number of Terms*
MSN Nurse-Midwifery Track	8	11
Post-Master's Nurse-Midwifery Track	4	7
MSN Family Nurse Practitioner Track	8	11
Post-Master's Family Nurse Practitioner Track	4	7
MSN Women's Health Care Nurse Practitioner Track	8	11
Post-Master's Women's Health Care Nurse Practitioner Track	4	7

There are four terms per year. The estimated time frames are based on an average of 7-8 credits per term for full-time students and 5-6 credits per term for part-time students.

Nurse-Midwifery Track

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

The CNEP curriculum has a strong academic and clinical basis. In addition, the CNEP curriculum is unique in that it educates students not only to be nurse-midwives, but also to be entrepreneurs focusing on community assessment, market research, birth center development, and budgeting for a successful practice. The CNEP also has a strong primary care component which prepares students to take care of women across the lifespan. The Master of Science in Nursing (MSN) degree and a post-master's certificate are offered in the nurse-midwifery specialty track.

MSN CNEP Curriculum Overview
Level I: Foundations for Practice
(17 didactic credits – 0 clinical credits)
PC600 Health Promotion and Disease Prevention (2-0)
PC604 Pathophysiology for Primary Care (3-0)
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
PC612 Pharmacology for Advanced Practice (3-0)
NM601 The Role of Midwifery and Birth Centers in America (2-0)
NM602 Reproductive Anatomy and Physiology (2-0)

Level II: Clinical Management for Specialty Care
(30 didactic credits – 0 clinical credits)
PC615 Women's Health Care (3-0)
PC617 Primary Health Care I: Acute and Common Problems (3-0)
PC618 Research (3-0)
NM610 Community Assessment (1-0)
NM609 Market Research (1-0)
NM617 Antepartum Care (4-0)
NM618 Intrapartum Care (4-0)
NM619 Postpartum and Newborn Care (3-0)
NM621 Advanced Antepartum Care (3-0)
NM622 Advanced Intrapartum Care (3-0)
NM623 Advanced Postpartum and Newborn Care (2-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC628 Skills for Primary Care (1-0)
NM629 Skills for Nurse-Midwifery Care (1-0)

Level IV: Clinical Practicum
(2 didactic credits – 15 clinical credits)
NM630 Advanced Women's Health Care (1-0)
NM638 Health Care Policy: Birth Centers as a Case Study (1-0)
NM641 Nurse-Midwifery Clinical I (0-3)
NM642 Nurse-Midwifery Clinical II (0-3)
NM643 Nurse-Midwifery Clinical III (0-3)
NM644 Nurse-Midwifery Clinical IV (0-6)
Total: 51 didactic credits + 15 clinical credits = 66

Post-Master's CNEP Curriculum Prerequisites

(15 didactic credits – 0 clinical credits)
PC600 Health Promotion and Disease Prevention (2-0)
PC604 Pathophysiology for Primary Care (3-0)
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
PC618 Research (3-0)
NM602 Reproductive Anatomy and Physiology (2-0)

Level I: Foundations for Practice
(5 didactic credits – 0 clinical credits)
NM601 The Role of Midwifery and Birth Centers in America (2-0)
PC612 Pharmacology for Advanced Practice (3-0)
Level II: Clinical Management for Specialty Care
(27 didactic credits – 0 clinical credits)
PC615 Women's Health Care (3-0)
PC617 Primary Health Care I: Acute and Common Problems (3-0)
NM611 Community Assessment and Market Research (2-0)
NM617 Antepartum Care (4-0)
NM618 Intrapartum Care (4-0)
NM619 Postpartum and Newborn Care (3-0)
NM621 Advanced Antepartum Care (3-0)
NM622 Advanced Intrapartum Care (3-0)
NM623 Advanced Postpartum and Newborn Care (2-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)

PC628 Skills for Primary Care (1-0)
NM629 Skills for Nurse-Midwifery Care(1-0)

Level IV: Clinical Practicum
(2 didactic credits – 15 clinical credits)
NM630 Advanced Women's Health Care (1-0)
NM638 Health Care Policy: Birth Centers as a Case Study (1-0)
NM641 Nurse-Midwifery Clinical I (0-3)
NM642 Nurse-Midwifery Clinical II (0-3)
NM643 Nurse-Midwifery Clinical III (0-3)
NM644 Nurse-Midwifery Clinical IV (0-6)
Total: 36 didactic credits + 15 clinical credits = 51

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

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

MSN CFNP Curriculum

Level I: Foundations for Practice
(16 didactic credits – 0 clinical credits)
PC600 Health Promotion and Disease Prevention (2-0)
PC604 Pathophysiology for Primary Care (3-0)
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
PC612 Pharmacology for Advanced Practice (3-0)
NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0)

Level II: Clinical Management for Specialty Care
(21 didactic credits – 0 clinical credits)
PC615 Women's Health Care (3-0)
PC617 Primary Health Care I: Acute and Common Problems (3-0)
PC618 Research (3-0)
NP611 Care of the Childbearing Woman (3-0)
NP614 Primary Health Care II: Chronic Problems (3-0)
NP615 Primary Health Care III: Advanced Diagnostics and Urgent Care (2-0)
NP619 Primary Care of Children (3-0)
NP621 Primary Health Care IV: Psychosocial Problems in Primary Care (1-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC628 Skills for Primary Care (1-0)
NP629 Advanced Skills for Primary Care(1-0)

Level IV: Clinical Practicum
(3 didactic credits – 15 clinical credits)
NP635 Primary Health Care V: Complex Health Problems in Primary Care (1-0)

NP636 Health Care Finance (1-0)
NP637 Health Care Policy (1-0)
NP641 Family Nurse Practitioner Clinical I (0-3)
NP642 Family Nurse Practitioner Clinical II (0-3)
NP643 Family Nurse Practitioner Clinical III (0-3)
NP644 Family Nurse Practitioner Clinical IV (0-6)
Total: 42 didactic credits + 15 clinical credits = 57

Post-Master's CFNP Curriculum
Prerequisites
(16 didactic credits – 0 clinical credits)
PC600 Health Promotion and Disease Prevention (2-0)
PC604 Pathophysiology for Primary Care (3-0)
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0)
PC618 Research (3-0)

Level I: Foundations for Practice
(3 didactic credits – 0 clinical credits)
PC612 Pharmacology for Advanced Practice (3-0)

Level II: Clinical Management for Specialty Care
(18 didactic credits – 0 clinical credits)
PC615 Women's Health Care (3-0)
PC617 Primary Health Care I: Acute and Common Problems (3-0)
NP611 Care of the Childbearing Woman (3-0)
NP614 Primary Health Care II: Chronic Problems (3-0)
NP615 Primary Health Care III: Advanced Diagnostics and Urgent Care (2-0)
NP619 Primary Care of Children (3-0)
NP621 Primary Health Care IV: Psychosocial Problems in Primary Care (1-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC628 Skills for Primary Care (1-0)
NP629 Advanced Skills for Primary Care(1-0)

Level IV: Clinical Practicum
(3 didactic credits – 15 clinical credits)
NP635 Primary Health Care V: Complex Health Problems in Primary Care (1-0)
NP636 Health Care Finance (1-0)
NP637 Health Care Policy (1-0)
NP641 Family Nurse Practitioner Clinical I (0-3)
NP642 Family Nurse Practitioner Clinical II (0-3)
NP643 Family Nurse Practitioner Clinical III (0-3)
NP644 Family Nurse Practitioner Clinical IV (0-6)
Total: 26 didactic credits + 15 clinical credits = 41

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

The CWHCNP curriculum has a strong academic and clinical basis. In addition, the CWHCNP curriculum is unique in providing a strong foundation in understanding the business of women's health care. This includes assessing a community to discover the primary care needs, learning how to develop a plan for having a fiscally

viable practice, and working within the license and insurance regulations of the student's state. The Master of Science in Nursing (MSN) degree and a post-master's certificate are offered in the women's health care nurse practitioner specialty track.

MSN CWHCNP Curriculum
Level I: Foundations for Practice
(18 didactic credits – 0 clinical credits)
PC600 Health Promotion and Disease Prevention (2-0)
PC604 Pathophysiology for Primary Care (3-0)
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
PC612 Pharmacology for Advanced Practice (3-0)
NM602 Reproductive Anatomy and Physiology (2-0)
NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0)

Level II: Clinical Management for Specialty Care
(12 didactic credits – 0 clinical credits)
PC615 Women's Health Care (3-0)
PC617 Primary Health Care I: Acute and Common Problems (3-0)
PC618 Research (3-0)
NP611 Care of the Childbearing Woman (3-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC628 Skills for Primary Care (1-0)
WH629 Skills for Women's Health Care (1-0)

Level IV: Clinical Practicum
(6 didactic credits – 15 clinical credits)
NM630 Advanced Women's Health Care (1-0)
NP636 Health Care Finance (1-0)
NP637 Health Care Policy (1-0)
WH634 Care of the Childbearing Woman II (3-0)
WH641 Women's Health Care Clinical I (0-3)
WH642 Women's Health Care Clinical II (0-3)
WH643 Women's Health Care Clinical III (0-3)
WH644 Women's Health Care IV (0-6)
Total: 38 didactic credits + 15 clinical credits = 53

Post-Master's CWHCNP Curriculum
Prerequisites
(18 didactic credits – 0 clinical credits)
PC600 Health Promotion and Disease Prevention (2-0)
PC604 Pathophysiology for Primary Care (3-0)
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
PC618 Research (3-0)
NM602 Reproductive Anatomy and Physiology (2-0)
NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0)

Level I: Foundations for Practice
(3 didactic credits – 0 clinical credits)
PC612 Pharmacology for Advanced Practice (3-0)

Level II: Clinical Management for Specialty Care
(9 didactic credits – 0 clinical credits)
PC615 Women's Health Care (3-0)
PC617 Primary Health Care I: Acute and Common Problems (3-0)
NP611 Care of the Childbearing Woman (3-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC628 Skills for Primary Care (1-0)
WH629 Skills for Women's Health Care (1-0)

Level IV: Clinical Practicum
(6 didactic credits – 15 clinical credits)
NM630 Advanced Women's Health Care (1-0)
NP636 Health Care Finance (1-0)
NP637 Health Care Policy (1-0)
WH634 Care of the Childbearing Woman II (3-0)
WH641 Women's Health Care Clinical I (0-3)
WH642 Women's Health Care Clinical II (0-3)
WH643 Women's Health Care Clinical III (0-3)
WH644 Women's Health Care IV (0-6)
Total: 20 didactic credits + 15 clinical credits = 35

Master of Science in Nursing + Companion Doctor of Nursing Practice (MSN + Companion DNP)
This option is available to students enrolled after January 1, 2014.

Description
The Frontier Nursing University (FNU) offers a program plan that includes a a Master of Science in Nursing (MSN) degree and the option to seamlessly transition to a Companion Doctor of Nursing Practice (DNP) degree. This program plan is known as the MSN +Companion DNP.

Master of Science in Nursing
The MSN degree is designed for nurses who have either a baccalaureate degree or an associate degree in nursing and are seeking to obtain national certification as a certified nurse-midwife (CNM), family nurse practitioner (FNP), and/or a women's health care nurse practitioner (WHCNP). Students with an associate degree in nursing must enter through the ADN Bridge option. Students completing the MSN are eligible to sit for the appropriate national certification exam.

Companion DNP
Starting January 2014, the MSN curriculum was designed to integrate many of the DNP Essentials allowing students completing the MSN to continue seamlessly in the Companion DNP program, which consists of 17 credits. The Companion DNP is only ~~offered~~available to students who:
1. began and completed the MSN or PMC program at FNU after January 2014 (Class 108, 111, 114, 117, 119, and above)
2. will begin the Companion DNP no more than 5 years after completing the MSN or PMC program at FNU.

~~entering the MSN program after January 2014.~~
All students are encouraged to complete the Companion DNP.

Students may begin the Companion DNP coursework in a seamless fashion immediately after completing the MSN degree. Alternately, students may take a stop-out for up to ~~two~~one (1) term~~s~~ after the term in which the MSN is conferred before beginning the Companion DNP coursework. Students who take a stop-out for more than ~~two~~one (1) term~~s~~ after the term in which the MSN is conferred must submit an application for Admission to the

Companion DNP program. Students who are not eligible to complete the Companion DNP and would instead apply to the Post-Master's DNP program, which consists of 33 credits. If the MSN is conferred between two terms, the term immediately following the degree conferral will be considered the first term of the allowed stop-out period.

If a CNEP student chooses to do the WHNP Certificate for CNEP Grads program, the student may chose to begin the Companion DNP coursework simultaneously with the WHNP Certificate coursework. CNEP students wishing to do the WHNP Certificate separate from the Companion DNP may complete the WHNP Certificate during the allowable stop-out period between earning the MSN and beginning the Companion DNP or after completing the Companion DNP. Students are not allowed to complete any other FNU academic program simultaneously with the Companion DNP.

Purpose
The purpose of the MSN with the addition of the Companion DNP Plan at the FNU is to prepare nurse practitioner and nurse-midwife clinicians and leaders who will practice, evaluate and improve primary health care.

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

Philosophy
The Companion Doctor of Nursing Practice program draws on the clinical expertise of the faculty and students to prepare nurses at the highest clinical level to use their knowledge and clinical expertise to impact the health care of not only the individual but also the health care of the community, the region, and the nation.

The MSN +Companion DNP Plan produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of certified nurse- midwives (CNMs)and nurse practitioners (NPs)practice through the use of clinical scholarship and evidence based practice. The objectives of MSN Program with integrated DNP Essentials are to prepare graduates who will be able to:
- Deliver safe, culturally sensitive health care to clients across the lifespan.
- Apply critical and reflective thinking skills to provide evidence based care.
- Apply ethical principles to guide and evaluate decisions.
- Analyze the social, cultural, political and economic environment within the healthcare system.
- Evaluate nurse midwifery/ nurse practitioner practice through peer review and quality improvement.
- Advocate for empowerment of clients, families and communities. (Health Policies)
- Establish and maintain quality health services in a fiscally sound and financially responsible manner.
- Demonstrate information literacy skills in complex decision making.
- Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.
- Demonstrates leadership to initiate and guide change in clinical practice

The objectives of the Companion DNP Plan are to provide the opportunity for students to:
- Develop an advanced level of competence for practice that provides consumers with excellent primary care in an area of specialty.
- Demonstrate advanced levels of clinical scholarship.
- Critically analyze complex clinical situations and health care systems to promote optimal outcomes.
- Evaluate and apply conceptual models, theories and level of evidence to improve the health status of diverse individuals and populations with a focus on rural and underserved communities.
- Design, deliver, direct, evaluate and disseminate evidence-based best practices to include research, statistics and epidemiological principles.
- Demonstrate competence as a clinical educator.

MSN Program Plan Core Curriculum Overview
Level I: Foundations for Practice
(12 didactic credits – 0 clinical credits)
PC700 Communication and Introduction to Scholarly Writing (3-0)
PC701 Principles of Health Promotion (3-0)
PC705 Advanced Pathophysiology (3-0)

PC706 Advanced Physical Assessment (3-0)
Specialty Courses (0)

Level II: Clinical Management for Specialty Care
(12 didactic credits – 0 clinical credits)
PC702 Epidemiology and Biostatistics (3-0)
PC703 Evidence Based Practice (3-0)
PC707 Advanced Pharmacology Across the lifespan (3-0)
PC713 Principles of Independent Practice (3-0)
Specialty Courses ([6-7]-0)

Level III: Clinical Bound
(1 didactic credits – 0 clinical credits)
PC714 Clinical Bound: Skills for Advanced practice (1-0)
Specialty Courses (1-0)

Level IV: Clinical Practicum
Specialty Courses ([1]-15)
MSN Completed

Companion DNP Program Plan: Advancing Leadership and Scholarship
(9 didactic credits – 8 clinical credits)
PC704 Translating the Evidence to Advanced Practice (3-0)
PC710 Leadership and Health Policy (3-0)
PC704A   Translating the Evidence to Advanced Practice I (1-0)
PC704B Translating the Evidence to Advanced Practice II (1-0)
PC704C Translating the Evidence to Advanced Practice III (1-0)
PC71008   Leadership and Health Policy (2-0)
PC709 Health Policy (1-0)

PC711 Nurse as Educator (3-0)
Specialty Courses (0-[8-])
Didactic credits are 1=1 hour based on a 15 week semester
Clinical credits are 1=3 hours based on a 15 week semester

Post-Master's Certificate + Companion Doctor of Nursing Practice (PMC + Companion DNP)
This option is available after January 1, 2014.

Description
This program option is designed for applicants who have an MSN and are nationally certified as an APRN as a nurse practitioner or a nurse-midwife. The plan will include completion of all course work for a post-master's certificate (PMC) that will allow the student to sit for the certification examination as a certified nurse-midwife (CNM), family nurse practitioner (FNP), or a women's health care nurse practitioner (WHCNP). Students have the option to stop with the PMC or continue seamlessly to complete the Companion DNP Plan graduating with both a PMC and a DNP degree.

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

Philosophy

The Doctor of Nursing Practice program draws on the clinical expertise of the faculty and students to prepare nurses at the highest clinical level to use their knowledge and clinical expertise to impact the health care of not only the individual but also the health care of the community, the region, and the nation. The PMC + Companion DNP program plan produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of NM and NP practice through the use of clinical scholarship and evidence based practice.

Objectives

The objectives of PMC Program with integrated DNP competencies are to prepare graduates who will be able to:
- Deliver safe, culturally sensitive health care to clients across the lifespan.
- Apply critical and reflective thinking skills to provide evidence based care.
- Emulate characteristics of a professional.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate an understanding of the political and economic environment within which health care is provided.
- Evaluate nurse midwifery/ nurse practitioner practice through peer review and quality improvement.
- Advocate for empowerment of clients, families and communities.
- Establish and maintain quality health services in a fiscally sound and financially responsible manner.
- Assume responsibility for the clinical education of nurse midwifery/ nurse practitioner students.
- Demonstrate information literacy skills in complex decision making.
- Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.
- Demonstrate leadership to initiate and guide change in clinical practice.

The objectives of the DNP program are to provide the opportunity for students to:
- Develop an advanced level of clinical competence for practice that provides consumers with excellent primary care in an area of specialty.
- Develop a knowledge base for systematic review, testing, and evaluation of nurse-midwifery and nurse practitioner evidence based care actions, effects, and outcomes.

PMC Program Plan Core Curriculum Overview
Prerequisites
(12 didactic credits -0 clinical credits)
PC701 Principles of Health Promotion (3-0)
PC702 Epidemiology and Biostatistics (3-0)
PC705 Advanced Pathophysiology (3-0)
PC706 Advanced Physical Assessment (3-0)
Specialty Courses (0)

Level I: Foundations for Practice
(3 didactic credits – 0 clinical credits)
PC700 Communication and Introduction to Scholarly Writing (3-0)
Specialty Courses ([0-0]-0)
Level II: Clinical Management for Specialty Care
(9 didactic credits – 0 clinical credits)
PC~~703~~718   Evidence Based Practice (3-0)
PC707 Advanced Pharmacology Across the Lifespan (3-0)
PC713 Principles of Independent Practice (3-0)
Specialty Courses ([6-7]-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC714 Clinical Bound: Skills for Advanced Practice (1-0)
Specialty Courses (1-0)

Level IV: Clinical Practicum
Specialty Courses ([1]-15)
Post-Master's certificate conferred

Companion DNP Program Plan Courses: Advancing Leadership and Scholarship
(9 didactic credits – 8-12 clinical credits)
PC704A~~———~~Translating the Evidence to Advanced Practice I (~~3~~1-0)
PC704B Translating the Evidence to Advanced Practice II (1-0)
PC704C Translating the Evidence to Advanced Practice III (1-0)
PC7~~10~~08 Leadership ~~and Health Policy~~ (~~3~~2-0)
PC709 Health Policy (1-0)
PC711 Nurse as Educator (3-0)
Specialty Courses (0-8)
Didactic credits are 1=1 hour based on a 15 week semester
Clinical credits are 1=3 hours based on a 15 week semester

Timeframes

Program of Study	Plan A~~Full time~~ Program Length in Number of Terms*	Plan B~~Part Time~~ Program Length in Number of Terms*
MSN ~~Completed~~	8~~10~~	11~~13~~
Companion DNP	3	4~~3~~
~~MSN + Companion DNP Plan (all tracks)~~	~~13~~	~~16~~
~~MSN Completed (all tracks)~~	~~8~~	~~11~~
PMC ~~Completed~~ (all tracks)	Individualized based on transferable credits and specialty track	Individualized based on transferable credits and specialty track
Bridge Year	4	NA
PM-DNP	5	6~~NA~~

~~* Companion DNP must be completed with FNU MSN.~~
* Students must complete the MSN within 5.5 years. Once starting the Companion DNP, students must complete the Companion DNP within two years of beginning the Companion DNP courses.

MSN + Companion DNP CNEP Curriculum Overview
Level I: Foundations for Practice
(12 didactic credits – 0 clinical credits)
PC700 Communication and Introduction to Scholarly Writing (3-0)
PC701 Principles of Health Promotion(3-0)
PC705 Advanced Pathophysiology (3-0)
PC706 Advanced Physical Assessment (3-0)

Level II: Clinical Management for Specialty Care
(34 didactic credits – 0 clinical credits)
PC702 Epidemiology and Biostatistics (3-0)

PC70318   Evidence Based Practice (3-0)
PC707 Advanced Pharmacology Across the Lifespan (3-0)
PC713 Principles of Independent Practice (3-0)
NM700 The Role of the Nurse-Midwife in Health Care Delivery Systems (3-0)
NM701 Women's Health (3-0)
NM702 Midwifery Care during Pregnancy (3-0)
NM703 Primary Care of Women (3-0)
NM704 Midwifery Care during Labor and Birth(3-0)
NM705 Midwifery Care of during Postpartum Women and Newborns(3-0)
NM706 Advanced Midwifery Care of the Childbearing Womaen and Newborns (4-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC714 Clinical Bound: Skills for Advanced Practice (1-0)
NM711 Skills for Nurse-Midwifery Care(1-0)

Level IV: Clinical Practicum
(1 didactic credits – 15 clinical credits)
NM712 Nurse-Midwifery Clinical I (0-3)
NM713 Nurse-Midwifery Clinical II (0-3)
NM714 Nurse-Midwifery Clinical III (0-3)
NM715 Nurse-Midwifery Clinical IV (0-3)
NM716 Nurse-Midwifery Clinical V (0-3)
NM717 Nurse-Midwifery Final cComprehensive Rexam and certification exam review (1-0)
MSN Completed: 49 didactic credits + 15 clinical credits = 64

Companion DNP Program Plan Courses: Advancing Leadership and Scholarship
(9 didactic credits – 8 clinical credits)
PC704 Translating the Evidence to Advanced Practice (3-0)
PC710 Leadership and Health Policy (3-0)

PC704A   Translating the Evidence to Advanced Practice I (1-0)
PC704B Translating the Evidence to Advanced Practice II (1-0)
PC704C Translating the Evidence to Advanced Practice III (1-0)
PC71008   Leadership and Health Policy (2-0)
PC709 Health Policy (1-0)

PC711 Nurse as Educator (3-0)
NMPC720 DNP Clinical I Residency (0-24)
NMPC721 DNP Clinical II Residency (0-34)
PC722 DNP Clinical III (0-3)
Total MSN + Companion DNP = 58 didactic credits + 23 clinical credits = 81

PMC Program Plan CNEP Curriculum Overview

Prerequisites
(12 didactic credits – 0 clinical credits)
PC701 Principles of Health Promotion(3-0)
PC702 Epidemiology and Biostatistics (3-0)
PC705 Advanced Pathophysiology (3-0)
PC706 Advanced Physical Assessment (3-0)
Level I: Foundations for Practice
(3 didactic credits – 0 clinical credits)
PC700 Communication and Introduction to Scholarly Writing (3-0)

Level II: Clinical Management for Specialty Care
(31 didactic credits – 0 clinical credits)

PC703718   Evidence Based Practice (3-0)
PC707 Pharmacology for Advanced Practice Across the lifespan (3-0)
PC713 Principles of Independent Practice (3-0)
NM700 The Role of the Nurse-Midwife in Health Care Delivery Systems (3-0)
NM701 Women's Health (3-0)
NM702 Midwifery Care during Pregnancy (3-0)
NM703 Primary Care of Women (3-0)
NM704 Midwifery Care during Labor and Birth (3-0)
NM705 Midwifery Care of Postpartum Women and Newborns (3-0)
NM706 Advanced Midwifery Care of Childbearing Women and Newborns (4-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC714 Clinical Bound: Skills for Advanced Practice (1-0)
NM711 Skills for Nurse-Midwifery Care (1-0)

Level IV: Clinical Practicum
(1 didactic credits – 15 clinical credits)
NM712 Nurse-Midwifery Clinical I (0-3)
NM713 Nurse-Midwifery Clinical II (0-3)
NM714 Nurse-Midwifery Clinical III(0-3)
NM715 Nurse-Midwifery Clinical IV (0-3)
NM716 Nurse-Midwifery Clinical V (0-3)
NM717 Nurse-Midwifery Final Comprehensive exam and certification exam rReview (1-0)
Post-Master's Certificate Completed: 37 didactic credits + 15 clinical credits = 52

Companion DNP Program Plan Courses: Advancing Leadership and Scholarship
(9 didactic credits – 8 clinical credits)
PC704 Translating the Evidence to Advanced Practice (3-0)
PC710 Leadership and Health Policy (3-0)
PC704A   Translating the Evidence to Advanced Practice I (1-0)
PC704B Translating the Evidence to Advanced Practice II (1-0)
PC704C Translating the Evidence to Advanced Practice III (1-0)
PC71008   Leadership and Health Policy (2-0)
PC709 Health Policy (1-0)

PC711 Nurse as Educator (3-0)
PCNM720   DNP Clinical IResidency (0-24)
PCNM721   DNP Clinical IIResidency (0-34)
PC722   DNP Clinical III (0-3)
Total PMC + Companion DNP = 12 Prerequisites + 46 didactic credits + 23 clinical credits = 81

MSN Program Plan CFNP Curriculum Overview

Level I: Foundations for Practice
(12 didactic credits – 0 clinical credits)
PC700 Communication and Introduction to Scholarly Writing (3-0)
PC701 Principles of Health Promotion(3-0)
PC705 Advanced Pathophysiology (3-0)
PC706 Advanced Physical Assessment (3-0)

Level II: Clinical Management for Specialty Care
(31 didactic credits – 0 clinical credits)
PC702 Epidemiology and Biostatistics (3-0)
PC70318   Evidence Based Practice (3-0)
PC707 Advanced Pharmacology Across the Lifespan (3-0)
PC713 Principles of Independent Practice(3-0)
NP700 The Role of the Nurse Practitioner (3-0)

NP702 Primary Care I (3-0)
NP703 Women's Health and Childbearing (4-0)
NP704 Primary Care: Pediatrics (3-0)
NP705 Primary Care II (3-0)
NP706 Primary Care III (3-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC714 Clinical Bound: Skills for Advanced Practice (1-0)
NP711 Advanced Skills for Nurse Practitioner Care(1-0)

Level IV: Clinical Practicum
(1 didactic credits – 15 clinical credits)
NP712 FNP Clinical I (0-3)
NP713 FNP Clinical II (0-3)
NP714 FNP Clinical III (0-3)
NP715 FNP Clinical IV (0-3)
NP716 FNP Clinical V (0-3)
NP717 FNP Final Comprehensive Rexam and Certification exam review (0-11-0)
MSN Completed: 46 didactic credits + 15 clinical credits = 61

Companion DNP Program Plan Courses: Advancing Leadership and Scholarship
(9 didactic credits – 8 clinical credits)
PC704 Translating the Evidence to Advanced Practice (3-0)
PC710 Leadership and Health Policy (3-0)
PC704A   Translating the Evidence to Advanced Practice I (1-0)
PC704B Translating the Evidence to Advanced Practice II (1-0)
PC704C Translating the Evidence to Advanced Practice III (1-0)
PC71008   Leadership and Health Policy (2-0)
PC709 Health Policy (1-0)

PC711 Nurse as Educator (3-0)
PCNP720   DNP Clinical Residency (0-4)
PCNP721   DNP Clinical Residency (0-4)
Total MSN + Companion DNP = 55 didactic credits + 23 clinical credits = 78

PMC Program Plan CFNP Curriculum Overview

Prerequisites
(12 didactic credits – 0 clinical credits)
PC701 Principles of Health Promotion (3-0)
PC702 Epidemiology and Biostatistics (3-0)
PC705 Advanced Pathophysiology (3-0)
PC706 Advanced Physical Assessment (3-0)

Level I: Foundations for Practice
(3 didactic credits – 0 clinical credits)
PC700 Communication and Introduction to Scholarly Writing (3-0)

Level II: Clinical Management for Specialty Care
(28 didactic credits – 0 clinical credits)
PC703718   Evidence Based Practice (3-0)
PC707 Advanced Pharmacology Across the Lifespan (3-0)
PC713 Principles of Independent Practice(3-0)
NP700 The Role the Nurse Practitioner (3-0)
NP702 Primary Care I (3-0)
NP703 Women's Health and Childbearing (4-0)

NP704 Primary Care Pediatrics (3-0)
NP705 Primary Care II (3-0)
NP706 Primary Care III (3-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC714 Clinical Bound: Skills for Advanced Practice (1-0)
NP711 Advanced Skills for Nurse Practitioner Care(1-0)

Level IV: Clinical Practicum
(1 didactic credits – 15 clinical credits)
NP712 FNP Clinical I (0-3)
NP713 FNP Clinical II (0-3)
NP714 FNP Clinical III (0-3)
NP715 FNP Clinical IV (0-3)
NP716 FNP Clinical V (0-3)
NP717 FNP Final Comprehensive ~~Rexam and Certification exam r~~eview (1-0)
Post-Master's Certificate Completed: 34 didactic credits + 15 clinical credits = 49

Companion DNP Program Plan Courses: Advancing Leadership and Scholarship
(9 didactic credits – 8 clinical credits)
~~PC704 Translating the Evidence to Advanced Practice (3-0)~~
~~PC710 Leadership and Health Policy (3-0)~~
PC704A   Translating the Evidence to Advanced Practice I (1-0)
PC704B Translating the Evidence to Advanced Practice II (1-0)
PC704C Translating the Evidence to Advanced Practice III (1-0)
PC708 Leadership (2-0)
PC709 Health Policy (1-0)

PC711 Nurse as Educator (3-0)
PC~~NP~~720   DNP Clinical I ~~Residency~~ (0-~~4~~2)
PC~~NP~~721   DNP Clinical II~~Residency~~ (0-~~4~~3)
PC722 DNP Clinical III (0-3)
Total PMC + Companion DNP = Prerequisites 12 = 43 didactic credits + 23 clinical credits = 78

MSN Program Plan CWHCNP Curriculum Overview
Level I: Foundations for Practice
(12 didactic credits – 0 clinical credits)
PC700 Communication and Introduction to Scholarly Writing (3-0)
PC701 Principles of Health Promotion(3-0)
PC705 Advanced Pathophysiology (3-0)
PC706 Advanced Physical Assessment (3-0)

Level II: Clinical Management for Specialty Care
(29 didactic credits – 0 clinical credits)
PC702 Epidemiology and Biostatistics (3-0)
PC7~~03~~18   Evidence Based Practice (3-0)
PC707 Advanced Pharmacology Across the Lifespan (3-0)
PC713 Principles of Independent Practice(3-0)
NM701 Women's Health (3-0)
NM702 Midwifery Care during Pregnancy(3-0)
NM703 Primary Care of Women (3-0)
WH705 Postpartum Care (2-0)
WH706 Complex Care of the Childbearing Women (3-0)
NP700 The Role of the Nurse Practitioner (3-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)
PC714 Clinical Bound: Skills for Advanced Practice (1-0)
NM711 Skills for Women's Health Care(1-0)

Level IV: Clinical Practicum
(1 didactic credits – 15 clinical credits)
WH712 Women's Health Clinical I (0-3)
WH713 Women's Health Clinical II (0-3)
WH714 Women's Health Clinical III (0-3)
WH715 Women's Health Clinical IV (0-3)
WH716 Women's Health Clinical V(0-3)
WH717 Women's Health comprehensive exam and certification exam review (1-0)
MSN Completed: 44 didactic credits + 15 clinical credits = 59

Companion DNP Program Plan Courses: Advancing Leadership and Scholarship
(9 didactic credits – 8 clinical credits)
PC704 Translating the Evidence to Advanced Practice (3-0)
PC710 Leadership and Health Policy (3-0)
PC704A   Translating the Evidence to Advanced Practice I (1-0)
PC704B Translating the Evidence to Advanced Practice II (1-0)
PC704C Translating the Evidence to Advanced Practice III (1-0)
PC71008   Leadership and Health Policy (2-0)
PC709 Health Policy (1-0)

PC711 Nurse as Educator (3-0)
PCWH720   DNP Clinical Residency (0-4)
PCWH721   DNP Clinical Residency (0-4)
Total MSN + Companion DNP = 53 didactic credits + 23 clinical credits = 76

PMC Program Plan CWHCNP Curriculum Overview

Prerequisites
(12 didactic credits – 0 clinical credits)
PC701 Principles of Health Promotion (3-0)
PC702 Epidemiology and Biostatistics (3-0)
PC705 Advanced Pathophysiology (3-0)
PC706 Advanced Physical Assessment (3-0)

Level I: Foundations for Practice
(3 didactic credits – 0 clinical credits)
PC700 Communication and Introduction to Scholarly Writing (3-0)

Level II: Clinical Management for Specialty Care
(27 didactic credits – 0 clinical credits)
PC703718   Evidence Based Practice (3-0)
PC707 Advanced Pharmacology Across the Lifespan (3-0)
PC713 Principles of Independent Practice (3-0)
NM701 Women's Health (3-0)
NM702 Midwifery Care during Pregnancy (3-0)
NM703 Primary Care of Women (3-0)
WH706 Complex Care of the Childbearing Women (3-0)
WH705 Postpartum Care (2-0)
NP700 The Role of the Nurse Practitioner (3-0)

Level III: Clinical Bound
(2 didactic credits – 0 clinical credits)

PC714 Clinical Bound: Skills for Advanced Practice (1-0)
NM711 Skills for Women's Health Care(1-0)

Level IV: Clinical Practicum
(1 didactic credits – 15 clinical credits)
WH712 Women's Health Clinical I (0-3)
WH713 Women's Health Clinical II (0-3)
WH714 Women's Health Clinical III(0-3)
WH715 Women's Health Clinical IV(0-3)
WH716 Women's Health Clinical V(0-3)
WH717 Women's Healthcare Final C-omprehensive Rexam and certification exam review (1-0)
Post-Master's Certificate Completed: 33 didactic credits + 15 clinical credits = 48

Companion DNP Program Plan Courses: Advancing Leadership and Scholarship
(9 didactic credits – 8 clinical credits)
PC704 Translating the Evidence to Advanced Practice (3-0)
PC710 Leadership and Health Policy (3-0)
PC704A   Translating the Evidence to Advanced Practice I (1-0)
PC704B Translating the Evidence to Advanced Practice II (1-0)
PC704C Translating the Evidence to Advanced Practice III (1-0)
PC71008   Leadership and Health Policy (2-0)
PC709 Health Policy (1-0)

PC711 Nurse as Educator (3-0)
PCWH720   DNP Clinical IResidency (0-42)
PCWH721   DNP Clinical IIResidency (0-43)
PC722 DNP Clinical III (0-3)
Total PMC + Companion DNP = 12 Prerequisites + 41 didactic credits + 23 clinical credits = 76

ADN Bridge Entry Option

The ADN Bridge Entry Option to the FNU Master of Science in Nursing (MSN) + Companion Doctor of Nursing Practice (DNP) Plan allows nurses holding an associate's degree in nursing to directly enter the MSN program without earning a bachelor's degree. Students complete a series of Bridge courses and then complete the MSN curriculum. The focus is to bridge the knowledge gap between the ADN and the MSN educational requirements. Students who enter the ADN Bridge Entry Option may opt to seamlessly enter the companion DNP program once completing the MSN. This entry option is congruent with the mission of FNU to provide a high quality education that prepares nurses to become competent, entrepreneurial, ethical and compassionate nurse-midwives and nurse practitioners who will provide primary care for women and families residing in all areas with a focus on rural and medically underserved populations.

Prior to beginning the Bridge curriculum, all Bridge students attend Bridge Bound in Hyden, an orientation to the Bridge and to the University. While at Bridge Bound, students participate in activities for their first term courses and are oriented to the rest of their Bridge courses. The Bridge curriculum consists of seven courses (21 credits) taken in the first four terms at FNU. Additionally, Bridge students take PC700, which is a core course taken by all FNU students. Thus, the ADN Bridge entry option is comprised of a total of 24 credits over four terms. Students complete the Bridge courses in their communities after attending Bridge Bound.

As part of N409 Community Health Practicum, students return to campus for another intensive, Crossing the Bridge, where they present their Community Health Clinical Practicum Project. Crossing the Bridge is a required on-campus session. Following successful completion of all Bridge courses, students seamlessly transition into their clinical specialty coursework. No Bachelor of Science in Nursing degree is awarded as part of the Bridge entry option.

Bridge Classes 105 and lower will follow the MSN program of study after they complete the Bridge year. Bridge Classes 108 and higher will follow the MSN + Companion DNP program of study after they complete the Bridge year.

Students accepted to the Bridge entry option by summer 2013 (Bridge Classes 114 and lower) will complete the Bridge courses in the following sequence:

First term:
N400   Physical Assessment (3-0)
PC700 Communication and Introduction to Scholarly Writing (3-0)*

Second term:
N404   Statistics (3-0)
N406   Leadership (3-0)

Third term:
N407   Theories and Research (3-0)
N408   Community Health (3-0)

Fourth term:
N409   Community Health Practicum (1-2)
Crossing the Bridge
Coursework in Clinical Specialty Track (3-0)
PC700 is a Core course taken during the first term of the Bridge year and is counted within the total credits of the clinical specialty track program of study.

Students accepted to the Bridge entry option beginning Fall 2013 (Bridge Class 117 and higher) will complete the Bridge courses in the following sequence:

First term:
N400   Physical Assessment (3-0)
PC700 Communication and Introduction to Scholarly Writing (3-0)*

Second term:
N404   Statistics (3-0)
N405   Nursing Theory (3-0)
N406   Leadership (3-0)

Third term:
N404 Statistics (3-0)
N406   Leadership
N408   Community Health (3-0)

Fourth term:
N409   Community Health Practicum (1-2)
Crossing the Bridge
N410   Nursing Research (3-0)

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

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

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

MSN Completion Program of Study for Graduates of CNEP Classes 1-29
PC705 Advanced Pathophysiology (3-0)
PC701 Principles of Health Promotion (3-0)
NM703 Primary Care of Women (3-0)
PC~~703~~718   Evidence Based Practice (3-0)

MSN Completion Program of Study for Graduates of CNEP Classes 30-40
PC701 Principles of Health Promotion (3-0)
PC~~703~~718   Evidence Based Practice (3-0)

Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates
CNEP graduates with a master's degree have the option of completing a post-master's certificate as a Women's Health Care Nurse Practitioner. This option requires com-pletion of an additional four credit hour clinical course in women's health and primary care (WH639 for graduates of Class 30 and higher, N599 for graduates prior to Class 30). Upon completion of this course, a post-master's certificate will be awarded and graduates will be eligible to take the National Certification Council (NCC) Women's Health Care Nurse Practitioner Examination. Please note due to this certificate program being less than 33 weeks in length, students are not eligible to receive federal financial aid for these clinical courses.

Refresher program for Frontier Nursing University CNEP grads
FNU offers a refresher program for CNEP grads of FNU who have been out of midwifery practice and have up-to-date certification through the American Midwifery Certification Board (AMCB). The student will be admitted as a non-matriculating student if it is determined that the Program of Study will consist of 4 classes or fewer. If more than 4 classes are required, the student will register as a Post-Master's Certificate matriculating student.

Click here for non-matriculating student application

NOTE: as part of application process – a CV and active nursing license should be included.
Upon admission, the student will meet with the Associate Dean of Midwifery and Women's Health to discuss an individualized program of study based upon the midwife'sexperience, length of time out of practice, and intended scope of practice. The guidelines established by the ACNM will be utilized in the formation of the individualized program of study. At minimum, the program of study would include advanced didactic coursework focusing on the appropriate area of practice and clinical experiences with the same focus. See 2 possible examples below:

For a midwife who has been continually practicing but has not been in the intrapartum setting and needs a refresher in this area of practice only:
NM622 (ADV IP) – 3 credit hours
NM644 (final clinical course) – 6 credit hours

For a midwife who has not been continually practicing and is returning to full scope practice:
NM621 (ADV AP) – 3 credit hours
NM622 (ADV IP) – 3 credit hours
NM623 (ADV PP/NB) – 2 credit hours
NM644 (final clinical course) – 6 credit hours

All clinical policies regarding site selection, site credentialing, preceptor credentialing, and student credentialing apply.

After meeting with the Associate Dean of Midwifery and Women's Health, the student will meet with the registrar, student accounts, credentialing, and the appropriate Regional Clinical Faculty. The Clinical Director of Midwifery will act as the student's advisor. Upon completion of the individualized program of study, the student may be required to successfully complete the comprehensive exam. When all requirements are completed, a letter of completion will be issued to the student.

Courses for Non-Matriculating Students

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

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

Graduate Courses

Non-matriculating students can review the course descriptions in the FNU Catalog. Not all current FNU courses are available for non-matriculating students. Course that are available to non-matriculating students are N400 Physical Assessment, N404 Statistics, and PC702 Epidemiology and Biostatistics. The Associate Deans can be contacted to request possible approval for other desired course(s). The registration form for non-matriculating students is obtained by contacting the Admissions Office on the Hyden Campus at (606) 672-2312. Non-matriculated students are required to complete the Banyan Tree 101 Canvas course prior to starting any course work. All course work is started at the beginning of a term (see FNU Academic Calendar). Student must register for the courses 6 weeks prior to the beginning of the term in order to complete the requirements for the Banyan Tree 101 course and obtain the textbook. Courses which include secure exams require the purchase of the Remote Proctor device.

Continuing Education Courses

FNU's preceptor training program, the Gift of Precepting, is available at **http://www.frontier.edu/giftofprecepting/index.html**. Registration is required and is found under the Pre-course Instruction tab located in the menu of the left side of the page. This course meets the American College of Nurse-Midwives (ACNM) requirements for preceptor training and is approved by the ACNM Education Department for CEUs. This is an excellent source of information about precepting health professions students.

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

Student Support

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

Faculty Support

Each class has a faculty member as Student Advisor who helps students to individualize their program of study and maintains contact with each student throughout the program. Faculty members keep regular office and appointment hours each week and have a phone dedicated to FNU, allowing students to have easy access to them. Regional Clinical Faculty can assist students in finding a clinical site and work with students and preceptors during the clinical practicum.

Student Services

The purpose of Student Services is to foster student learning and development by providing highest quality services that enhance students' educational experiences and that prepare students to fulfill the mission of the Frontier Nursing University. The Student Services webpage is available to provide a variety of resources for FNU

students including financial aid, library services, and technical support information. Tips for scholarly writing, test taking, and studying are also available. To view the Student Services page, please visit **http://www.frontier.edu/student-services/**.

The FNU has a team of four staff members in Student Services who offers assistance to students throughout the program. Their responsibilities include facilitating the admissions process, assisting in developing, planning and implementing recruitment and retention activities for the students, working closely with faculty to develop complementary retention activities and helping students identify strategies to identify clinical sites. .

Additionally, the Director of Recruitment and Retention supports the student body from the point of inquiry until graduation by developing and promoting programs that assist students in their adaptation to distance learning. The Director of Recruitment and Retention ensures that students feel supported and successful as they work toward their academic goals.

PRIDE (Promoting Recruitment and Retention to Increase Diversity in Nurse-Midwifery and Nurse Practitioner Education) Program

The PRIDE program is designed to promote diversity in nursing and midwifery by recruiting and retaining underrepresented students with the goal of becoming nurse-midwives or nurse practitioners. The PRIDE Program partners with institutions around the country to provide advanced practice nursing and midwifery to students who may not otherwise have access to graduate level programs in their area.

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

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

The SAGE peer mentoring program was developed by students, for students. The birth of the program was from students who felt that they could reach out to others because they have "been there, done that." SAGE is designed to provide a supportive network to students as they adjust academically and emotionally to graduate distance learning. SAGE combines one-on-one peer mentoring, group activities and recognition of student activities and performance to increase student retention at FNU.

The SAGE program facilitates mentoring of new students by experienced students through a SAGE forum and weekly, one-on-one interaction. Interested students should download an application at **http://www.frontier.edu/student-services/sage-mentoring**, and submit the application to the SAGE program coordinator, the Director of Recruitment and Retention.

Student Council

The Student Council is composed of elected student members from each FNU class who agree to act as class representatives. The mission of the Student Council is to help each FNU student's experience to be as positive as possible. The Student Council believes that each individual is an integral part of the success of the FNU. The Student Council encourages active student involvement in the issues that affect students and serves as student advocates to this end. The Student Council aims to achieve their mission through promoting good communication between students, faculty and administration. For further information about the Student Council, visit the **Student Services Webpage**.

Banyan Tree Communications Portal

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

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

Library Services

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

Alumni Association of the Frontier Nursing University

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

Admissions Policies

Prerequisite Health Requirements for all FNU programs

A current health examination must be completed prior to attendance at any Frontier Bound or Clinical Bound and kept current (within one year) throughout the clinical experience. This health examination must include documentation of vaccination or immunity to Rubella, Measles, Mumps, Hepatitis B, Varicella, and freedom from tuberculosis in a communicable stage.

Upon admission all students verify in writing that they are able to meet the following technical and performance standards with or without accommodation. The technical and performance standard are:

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

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

Illness and/or Injury

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

Admissions Criteria for the PM-DNP regular admission status

Applicants are expected to meet the following criteria for admission to the Frontier Nursing University (FNU):

- Hold a Master of Science Degree in Nursing (MSN) or a Master's in Nursing (MN or MS) from nursing program that is accredited by an accreditation agency approved by the Department of Education to complete institutional accreditation. Certified nurse-midwives, family nurse practitioners, women's health care nurse practitioners, pediatric nurse practitioners, adult nurse practitioners, geriatric nurse practitioners and psychiatric mental health nurse practitioners with a master's degree in a related field will be considered for admission on an individual basis with submission of a portfolio along with the application.
- Be a registered nurse with a national certification as a certified nurse-midwife, a family nurse practitioner, a women's health care nurse practitioner, a pediatric nurse practitioner, an adult nurse practitioner, or a geriatric nurse practitioners and with a current, active, license in the United States with no encumbrances.
- Have a minimum of one year of RN experience.
- Have a grade point average (GPA) of 3.0 from the Master's program.
- Submit official transcripts from all post-high school educational experiences. (FNU graduates are exempt from this requirement)
- Submit three professional references on FNU-supplied forms.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.
  - "Primary language" is defined as an individual's first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited American college or university, or a college or university in another country where English is the primary language.
  - Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant's ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States are required to meet with the appropriate Clinical Director to develop a plan for completion of the program and for a review of policy related to international clinical sites. This plan must be formally written and approved by the Clinical Director prior to admission into the university.

Prerequisite Requirements

Applicants must meet all prerequisite health requirements. The prerequisite courses must be completed prior to enrolling in the FNU.

- A statistics course within 10 years.
- Completion of graduate courses titled Pathophysiology, Pharmacology, and Advanced Physical Assessment or equivalent content.

Streamlined Admissions Criteria for the PM-DNP for FNU pre-2014 students immediately upon MSN graduation

- Enter the PM-DNP within two terms following graduation Applies only for pre-2014 students

- Enter the PM DNP within two the terms following graduation from the MSN at FNU (including successful pass of the comprehensive examination).
- Have a grade point average (GPA) of 3.0 .
- Submit one reference from a FNU faculty in the program of study on the FNU-supplied form.
- The applicant does not need to submit transcripts as they are already in the FNU system.
- Pre-requisite requirements are met with admission or during the FNU MSN program of study.
- The credentialing examination for nurse-midwife or nurse practitioner licensure must be passed by the end of the first term of the PM DNP Acceptance to the PM DNP is provisional status until successful nurse-midwife or nurse practitioner licensure.

All applicants (regular or MSN streamlined) must:
Submit a resume or curriculum vitae
Submit a narrative statement of applicant's goals for a project that will: 1) improve the current health care system, 2) promote quality practice or, 3) make a difference in the delivery of care for rural and underserved populations.**
Engage in a personal Interview via the telephone with the Clinical Director (scheduled if all other criteria have been met)

** Narrative Statement of Goals for a Project
Include with your application materials a brief (several paragraphs) statement about your commitment to being a leader in your field by contributing to the improvement of a health care practice or system. Indicate a particular area of interest that you believe can be improved as a result of your completion of a practice-focused doctoral project. Use this essay as an opportunity to communicate to the admission committee your goals as a nurse-midwife or nurse practitioner for changing healthcare, improving the delivery of care for rural and underserved, improving current practice, and/or the education process. The admission committee will evaluate your essay from the perspective of your writing skills and your vision for a project.

Applicants with questions regarding their qualifications for admission to the FNU should contact the ~~PM-DNP Clinical Director Susan Yount at **susan.yount@frontier.edu**, or the~~ FNU Admissions Counselor at **admissionscounselor@frontier.edu**.

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

Resume or curriculum vitae.
- Narrative statement of applicant's goals for a project that will: 1) improve the current health care system, 2) promote quality practice or, 3) make a difference in the delivery of care for rural and underserved populations.**
- Personal interview via the telephone with the Clinical Director (scheduled if all other criteria have been met)

Prerequisite Requirements
The student must meet all prerequisite health requirements. The prerequisite courses must be completed prior to enrolling in the FNU.
- A statistics course within 10 years

** Narrative Statement of Goals for a Project
Include with your application materials a brief (several paragraphs) statement about your commitment to being a leader in your field by contributing to the improvement of a health care practice or system. Indicate a particular area of interest that you believe can be improved as a result of your completion of a practice-focused doctoral project. Use this essay as an opportunity to communicate to the admission committee your goals as a nurse-midwife or nurse practitioner for changing healthcare, improving the delivery of care for rural and underserved, improving current practice, and/or the education process. The admission committee will evaluate your essay from the perspective of your writing skills and your vision for a project.

Applicants with questions regarding their qualifications for admission to the FNU should contact the PM-DNP Clinical Director at or the FNU Admissions Counselor at **admissionscounselor@frontier.edu**.

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

Admission Criteria for the MSN + Companion DNP
Applicants are expected to meet the following criteria for admission to the Frontier Nursing University (FNU):
- Be a registered nurse with educational preparation from a nursing program that is accredited by an accreditation agency approved by the Department of Education to complete institutional accreditation.
- Registered nurses with a baccalaureate or Registered nurses with a baccalaureate or higher degree in nursing will be considered for admission to the MSN + Companion DNP Program.
- Registered nurses without a baccalaureate or higher degree in nursing, who have completed a diploma or associate degree nursing program and have a bachelor's degree in another discipline, will be considered for admission to the MSN + Companion DNP Program with the additional requirement of a **portfolio** of relevant employment and academic experience.
- Registered nurses who have an Associate Degree in Nursing but no baccalaureate degree in any discipline will be considered for admission via the ADN Bridge Entry Option for the MSN + Companion DNP.
- Have a **grade point average (GPA) of 3.0** from the most recent degree (nursing or related field) earned.
- Be a **registered nurse with a current, active, license in the United States with no encumbrances.** If assignment to a clinical practice site requires that the student practice in another state, then the student is required to meet licensing requirements according to statutes and obtain the appropriate license.
- Have **one year of nursing experience.** For RNs with less than one year of RN experience, the Admissions Committee may consider other significant experience in health care including working as a doula, childbirth educator, and/or lactation consultant.
- Submit **three professional references** including at least two from nursing supervisors or CNM/NP/MD/DO colleagues and no more than one from a peer on **FNU-supplied forms.**
- Applicants who have been enrolled in an MSN or DNP in another institution but have not finished their degree are asked to:
- Include in their application essay information about why they want to leave the current MSN program and enter Frontier.
- Have one of their three professional references be from the Clinical Director or advisor from their current MSN program.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.
  - "Primary language" is defined as an individual's first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited American college or university, or a college or university in another country where English is the primary language.
  - Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant's ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States are required to meet with the appropriate Associate Dean to develop a plan for completion of the program and for a review of policy related to international clinical sites. This plan must be formally written and approved by the Associate Dean prior to admission into the university.
-

Prerequisite Requirements
The student must meet all prerequisite health requirements. The prerequisite courses must be completed prior to submitting an application.
- A **statistics course** within 10 years (either an upper level undergraduate or graduate course) for all post-Baccalaureate DNP students. Applicants may choose to take a college level statistics course at a local college or take it on-line at the FNU *N404 Statistics.* See the **Statistics Course Prerequisite** for the course requirements.

- A **statistics course is part of the "bridge" for the ADN Bridge Entry Option for the MSN + Companion DNP**.
- A **three (3) credit physical assessment course.** A 2 credit physical assessment course may be considered acceptable upon review of the course description and detailed course syllabus. If an applicant did not have a physical assessment course, the FNU has an online course in Physical Assessment that will meet the requirement. Contact the Admissions Counselor for further information. Physical assessment content integrated into other courses, will NOT meet this requirement.

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

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

Download the Application Packet now!

Admission Criteria for the MSN + Companion DNP via the ADN Bridge Entry Option
Applicants are expected to meet the following criteria for admission to the MSN + Companion DNP at Frontier Nursing University (FNU):
- Be a registered nurse with educational preparation from a nursing program that is accredited by an accreditation agency approved by the Department of Education to complete institutional accreditation.
- Registered nurses who have an Associate Degree in Nursing but no baccalaureate degree in any discipline will be considered for admission via the ADN Bridge Entry Option for the MSN + Companion DNP.
- Have a **grade point average (GPA) of 3.0** from the most recent degree (nursing or related field) earned.
- Be a registered nurse with a current, active, license in the United States with no encumbrances. If assignment to a clinical practice site requires that the student practice in another state, then the student is required to meet licensing requirements according to statutes and obtain the appropriate license.
- Have one year of nursing experience. For RNs with less than one year of RN experience, the Admissions Committee may consider other significant experience in health care including working as a doula, childbirth educator, and/or lactation consultant.
- Submit three professional references including at least two from nursing supervisors or CNM/NP/MD/DO colleagues and no more than one from a peer on FNU-supplied forms.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.
    - "Primary language" is defined as an individual's first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited American college or university, or a college or university in another country where English is the primary language.
    - Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant's ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States are required to meet with the appropriate Clinical Director to develop a plan for completion of the program and for a review of policy related to international clinical sites. This plan must be formally written and approved by the Clinical Director prior to admission into the university.
-

Prerequisite Requirements
The student must meet all prerequisite health requirements. The prerequisite courses must be completed prior to submitting an application.

- Statistics and Physical Assessment courses are not prerequisites to admission via the ADN Bridge Entry Option for the MSN + Companion DNP.
- These two courses are part of the ADN Bridge Entry Option curriculum.
- Applicants with questions regarding their qualifications for admission to the FNU should contact the FNU Admissions Counselor at **admissionscounselor@frontier.edu**.

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

Download the Application Packet now!

Admission Criteria for the Post-Master's Certificate (PMC) + Companion DNP

Applicants are expected to meet the following criteria for admission to the Frontier Nursing University (FNU):
- Have a master's or higher degree in nursing granted from a nursing program that is accredited by an accreditation agency approved by the Department of Education to complete institutional. Be an advance practice registered nurse with a national certification as:
  - adult nurse practitioner (ANP)
  - certified nurse-midwife (CNM)
  - family nurse practitioner (FNP)
  - geriatric-adult nurse practitioner (GANP)
  - geriatric nurse practitioner (GNP)
  - pediatric nurse practitioner (PNP)
  - psychiatric mental health nurse practitioner (PMHNP)
  - women's health care nurse practitioner (WHCNP)
- Have a grade point average (GPA) of 3.0 from the most recent degree (nursing or related field) earned.
- Hold a current, active license in the United States with no encumbrances. If assignment to a clinical practice site requires that the student practice in another state, then the student is required to meet licensing requirements according to statutes and obtain the appropriate license.
- Submit three professional references including at least two from nursing supervisors or CNM/NP/MD/DO colleagues and no more than one from a peer on FNU-supplied forms.
- Frontier Nursing University seeks to admit applicants who have the necessary oral and written English language skills for successful graduate level work. Frontier Nursing University offers academic support programs for all students; however there is no university operated support program specifically for students needing assistance with the English language. Applicants whose primary language is not English and/or who have completed their tertiary education (level equivalent to U.S. college or university) in a non-English speaking institution, must take the internet based TOEFL (iBT) and achieve the following minimum scores: Reading 22, Listening 22 Speaking 26 and Writing 24. To be considered official, test scores must be sent directly from the testing agency to the university. Frontier Nursing University's TOEFL code is 5692. Please provide this code to TOEFL when taking the exam to ensure test results are expedited to the University.
  - "Primary language" is defined as an individual's first acquired language and/or the language of educational instruction. The TOEFL requirement may be waived for students whose primary language is not English who present an official transcript of satisfactory academic work completed in English at an accredited American college or university, or a college or university in another country where English is the primary language.
  - Additionally, for applicants whose primary language is not English, one of the three required professional letters of recommendation for admission must attest to the applicant's ability to adequately function in English in a professional clinical setting.
- Applicants residing outside the continental United States are required to meet with the appropriate Clinical Director to develop a plan for completion of the program and for a review of policy related to international clinical sites. This plan must be formally written and approved by the Clinical Director prior to admission into the university.
- Graduates of other types of nursing master's programs may apply for *transfer credit* but are not eligible for the Post-Master's Certificate option.
-

Prerequisite Requirements

The student must meet all prerequisite health requirements. Contact the Admissions Counselor with any questions about meeting this requirement.

Students must have had the content listed in the following courses in their prior MSN program. Prior transcripts will be reviewed by the appropriate Associate Dean. If the student has not completed any of the specified graduate content from the list below, the course(s) will be added to the required program of study for that student. Course descriptions and syllabi may be requested to assist in this evaluation.
- Stats course (may be undergraduate or graduate level) within last 10 years
- PC705 Advanced Pathophysiology (3-0)
- PC706 Advanced Physical Assessment (3-0)

Applicants admitted into the Post-Master's Certificate program can transfer a maximum of 12 hours credit as reviewed and approved by the appropriate Associate Dean. The coursework approved as prerequisite courses does not count toward the maximum allowable transfer credit.

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

Download the Application Packet now!

Admission Criteria for the MSN Completion for CNEP Graduates
- CNEP graduate
- Certification by the American Midwifery Certification Board, the ACNM Certification Council, or the ACNM
- Completion of a statistics course within the past 5 years (See **http://www.midwives.org/statistics.asp** for the course requirements)

Enrollment Procedure for the MSN Completion for CNEP Graduates
1. Applicants complete the **MSN Completion Application Form** and send this signed form with the application fee and Banyan Tree 101 (BT101) fee to the FNU Registrar.
2. Applicants submit a transcript request form to the college where they completed a statistics course. The original transcript should be sent directly to the FNU Registrar.
3. When the application form, fees, and transcript are received, the application will be reviewed by the Admissions Committee.
4. After review, a letter of acceptance and an invoice will be sent.
5. Upon receiving the letter of acceptance and invoice, the applicant will make an appointment with the Student Advisor to complete the **MSN Completion Program of Study** and will begin the Banyan Tree 101 (BT101) course.

Admission Criteria for the Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates
- CNEP graduate
- Master's or higher degree in nursing granted from a school that is accredited by an accreditation agency approved by the Department of Education to complete institutional. Applicants with a master's degree in public health from a regionally accredited school will be considered.

Enrollment Procedure for the Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates
The CNEP graduate completes the **Application for N599 or WH639** and sends this signed form with tuition and applicable fees (**application fee, Banyan Tree 101 (BT101) fee, preceptor fee, and technology fee**) to the FNU Registrar. The Banyan Tree 101 (BT101) course must be retaken if there has been a new version of Banyan Tree since the student was enrolled (contact the IT Manager at **support@frontier.edu** with any questions about this requirement).

Admission Criteria for Non-Matriculating Students
- Health care professional
- Bachelor's degree

Enrollment Procedure for Non-Matriculating Students

1. Applicants complete the **Application for Non-Matriculating Students** and send this signed form with tuition and applicable fees (application fee, Banyan Tree 101 (BT101) fee, and technology fee) to the FNU Registrar.
2. Upon receipt of the application, tuition, and fees, the Registrar sends a letter of acceptance that is copied to the Information Technology staff (IT staff). The student may begin the Banyan Tree 101 (BT101) course at this time.
3. Upon completion of the Banyan Tree 101 (BT101) course, the student registers for the course.
4. Courses must be started at the beginning of a term.
   https://docs.google.com/document/d/1cQL9nHUYLXzJCXyFBxHnNkw-sqhNk7hGERBDODgeDXg/edit

Admissions Cycle

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

Transcript Evaluation/Verification Process for all international students*

Transcript Evaluation/Verification Process for all international students*

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

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

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

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

Clinical Site Selection

FNU students have a long tradition of identifying their own clinical sites usually in their communities. This process has worked well since 1989. Applicants who have a commitment from a preceptor should provide this information with their application. During the Frontier Bound orientation, we will provide information to students that will assist you in locating preceptors. Bridge students will receive this information during Crossing the Bridge session, just prior to starting their respective MSN + Companion DNP programs. The information will include names of preceptors we have used in the past in your area of the country We will also review the process of credentialing preceptors and clinical sites which is the responsibility of the Clinical Credentialing office but important for students to understand. We highly recommend finding appropriate preceptors early in the program. The process of credentialing sites can take several months and some states require advance notice and approval for students to complete clinical in their states. Once you receive a commitment from a preceptor, you will complete a Clinical Site Credentialing Request form (located on the Banyan Tree Portal, under Student Links) and send it to your

RCF for approval. Upon approval the RCF will forward the approval to Clinical Credentialing Coordinator in the Lexington Office. The Clinical Credentialing Coordinator will send the identified preceptor a copy of the preceptor packet that includes the information needed for a preceptor to work with a FNU student. Please note that first degree relatives cannot serve as a student's preceptor.

Suggestions for finding clinical preceptors include:
Nurse-Midwifery Applicants Site Selection
● Use the CNM locator at **http://www.midwife.org/find.cfm** to find potential clinical sites.
● Contact the American College of Nurse-Midwives (ACNM) at (240) 485-1800
 or **http://www.midwife.org** to obtain the name and contact information for the Chairperson of the local ACNM chapter. Attend a chapter meeting and talk with the local CNMs about clinical site opportunities.
Nurse Practitioner Applicants Site Selection
● Use the search resource for NPs at **http://www.npclinics.com** to find potential clinical sites.
● Contact the state nursing organization and ask for the Chairperson for the regional or statewide nurse practitioner group. Call this person to obtain the names of local NPs.
● Attend the next regional NP meeting and talk with the local NPs about clinical opportunities.

Once an applicant has identified a potential clinical site, send the preceptor a letter of introduction and purpose that is accompanied by the applicant's Curriculum Vitae/resume. Include the FNU website address (**www.frontier.edu**) in the letter of introduction. The applicant should state her or his commitment to remaining in the home community for the clinical practicum, if that is the case. Follow up the letter with a phone call 1-2 weeks later. It is important to give a potential site a realistic idea of the date the applicant will be entering clinical. Many sites have commitments to other students or practice constraints that make commitment to a date very important. For a guideline, use 12-18 months from Frontier Bound for full-time students and 18-24 months from Frontier Bound for part-time students.

When a potential preceptor has been identified, the applicant should send a completed Clinical Site Credentialing Request form to the RCF. Upon approval of the site the RCF will send the form to FNU credentialing office. A preceptor packet will be sent to the preceptor. The packet includes information concerning how the FNU supports the preceptors, credentials them, and provides them with preceptor training. The sooner the preceptor is identified the better this process works. Please remember that we will have a session at Frontier Bound to discuss this process and address any further questions that you may have.

Course Transfers and Challenges
FNU students are eligible to transfer 12 credits into their program of study from a school that is accredited by an accrediting agency recognized by the U.S. Secretary of Education. Challenge mechanisms are available for many academic courses, as well as clinical courses.

For further information please review the FNU Course Transfer Policy and Procedure, Challenge Policy for Academic Courses, and Clinical Challenge Policy.

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

Computer Skills Proficiency
FNU students are expected to be able to use a computer independently. Students are not expected to be computer experts, but there is a minimum level of computer skill that is necessary to successfully complete education at the FNU. Below is a brief overview of expected computing skills.

Basic Computer Skills
● Re-size windows, have multiple windows open and move between them

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

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

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

Less than Proficient Skills

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

Technology Requirements

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

Laptop Hardware Requirements:

Component	The "minimum" requirement is for a student who may already own a laptop.	The "preferred" specification is for the student who is purchasing a new laptop.
Processor	Intel Pentium / Core 2 Duo processor or higher AMD Athlon II / Turion processor or higher	Intel Core i5 or higher AMD Phenom II or higher
Memory	4 GB or more	8 GB or more
Hard Disk	20 GB of free space	Solid State Drive with 20 GB of free space
Video Card	1024x768 resolution or higher, 16-bit color depth or higher with connector for stand-alone display	256 MB dedicated to video memory with connector for stand-alone (extended desktop) display

Laptop Display	11-inch or better	15-inch or better
CD/DVD ROM	CD-RW and / or DVD	DVD-RW / BluRay
Sound Card	Any type with microphone input and speakers	Any type with microphone input and speakers
Headset	Analog headset with microphone	USB headset with microphone
Webcam	800x600 resolution, 30 frames per second	HD or 720p resolution, 30 frames per second
Mouse & Keyboard	Any type	Any type
Network Hardware	10/100 Mbps Ethernet	10/100/1000 or Gigabit Ethernet
Wireless	802.11g	802.11n
Operating System**	Windows 7 or Mac OS X 10.7 Lion	Windows 8.1 or Mac OS X 10.9 Mavericks

Laptop Software Requirements:
- Microsoft Windows 7, 8, or 8.1
- Mac OS X 10.7 (Lion), 10.8 (Mountain Lion), or 10.9 (Mavericks)
- OS X Yosemite (10.10)
- OS X El Capitan (10.11)
- Microsoft Windows 10

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

Other Software:
- Microsoft Office 2010 or higher including Excel, Word, PowerPoint, Microsoft Office 2011 for Mac or higher including Excel, Word, PowerPoint
    - Please visit the **Microsoft Store** for educational discounted prices.
- Adobe Acrobat Reader
- (**http://www.adobe.com/go/EN_US-H-GET-READER**)
- Adobe Flash Player
- (**http://www.adobe.com/go/EN_US-H-GET-FLASH**)
- Windows Media Player 11 or higher
- (**http://www.microsoft.com/windows/windowsmedia/player/11/default.aspx**)
- Apple QuickTime Player for Windows
- (**http://www.apple.com/quicktime/download/**)
- Apple iTunes for Windows
- (**http://www.apple.com/itunes/download/**)
- Please be sure to protect your investment with Antivirus Software!
    - Free Virus and Malware protection options are available:
        - **Avast! Antivirus**
        - **AVG Free Antivirus**

- **[MalwareBytes](#)**

Internet Connection Requirements:
Broadband Internet connection (DSL or cable modem); upload/download speeds of 1.5Mb down/768Kb up minimum (the faster, the better). Please test your internet speeds by running a speedtest at **[SpeedTest.net](#)** to determine if you internet service meets this requirement.

Mobile Requirement:
Courses at FNU are enhanced with media enhanced with media that can be downloaded to your mobile device. Additionally, your coursework will involve using applications on these devices, and they will be utilized in your clinical rotation. Therefore it is required for students to own a mobile device so that they may take advantage of these offerings. Devices that satisfy this requirement are:

Android
Version 2.2 or later
16GB or higher

iPhone™
Version 4S or above; minimum 16GB
Original (first generation), 3G iPhones, and iPhone 4 cannot be supported

iPad™
Second Generation; 16GB or higher

iPad Mini™
16GB or higher

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

Which device is best?
Device selections are diverse and will depend on students' individual needs and preferences.

Preparing for Bounds
It is required that students bring a laptop and mobile device to Frontier Bound, to be used in various sessions. Students will have a group session with the IT staff to assist with technology questions and troubleshoot any problems with the devices.
If you have any further questions or need assistance in determining the appropriate equipment please email **support@frontier.edu** or call Support at (859) 899-2525. We look forward to helping make your student experience memorable and rewarding.

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

There are a variety of devices that will satisfy this requirement so you may be wondering which is best. Unfortunately we can't really answer that question since it's a very personal choice, but here are some things to consider:
- Operating System
- Device and Screen Size
- Data plan / phone service

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

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

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

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

Banyan Tree 101 (BT101) Requirement Prior to Starting Any Courses
Prior to starting any course, all new students, faculty, and staff must take Banyan Tree 101 (BT101), unless it has been completed within one year or the student has been enrolled in a FNU program within a year. BT101 must be retaken if there has been a new version of the Banyan Tree since the student was actively enrolled. The BT101 course teaches electronic communication skills that are essential to success at the FNU.

Statistics Course Prerequisite
One of the prerequisite requirements for FNU admission is an upper level undergraduate or graduate statistics course within the past ten years. The content of this course should include:
- Basic statistical concepts: types of variables; levels of measurement; organizing and displaying data;, probability; the normal curve; statistical significance; alpha and beta levels; Type 1 and Type II errors
- Descriptive statistics: frequency distributions, measures of central tendency; measures of dispersion; standard scores and percentiles
- Non-parametric tests: Chi-square test
- Correlation and regression: bivariate associations correlation coefficients; Pearson product-moment correlation coefficient; linear regression; internal consistency (Cronbach's alpha coefficients)
- Inferential statistics: paired and independent t-tests; analysis of variance (ANOVA)
- The above are fairly common content in a graduate or upper level undergraduate statistics and research methods type course. The FNU online course N404: Statistics contains this content. Students who would like to take a statistics course other than the one offered by the FNU should contact the Student Services Coordinator for approval of the course.

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

Instructions for Portfolio (Non-BSN Applicants Only)
Applicants with a baccalaureate degree in a discipline other than nursing must submit a portfolio detailing their employment and academic experiences. Applicants are expected to provide the information and meet the requirements listed below. It is important to carefully respond in detail to all of the items. Admission depends on a clear description of the applicant's achievements. Applicants who do not meet all performance requirements but whose credentials reveal potential ability for graduate study may be referred to a committee for recommendations

pertaining to their acceptance. In some instances, applicants may be required to fulfill prerequisites designated by the committee.

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

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

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

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

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

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

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

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

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

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

Academic and General School Policies

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

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

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

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

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

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

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

Leaves starting after the beginning of the term may be granted for documented emergency situations which preclude the ability to effectively attend school (see **Emergency Academic Hiatus Policy**).

Requesting an Academic Hiatus (Non-emergency)
1. It is strongly recommended that an Academic Hiatus be requested before the beginning of the term for which the AH is being requested. The deadline to request an Academic Hiatus (Non-Emergency) is the last day of the add/drop period for the affected term. Students should reference the **Tuition & Fees** section of the catalog before requesting an Academic Hiatus on or after the first day of the term.
2. The student must first discuss their request for an AH with their assigned Professional Advisor. In certain situations, the student may also be advised to speak with the Associate Dean (MSN+Companion DNP and PMC students) or Clinical Director (PM-DNP students) prior to deciding on an AH.
   a. Students wishing to take an AH in back-to-back terms (i.e two AH in a row) must consult with the Associate Dean prior to deciding on an AH.
3. The student must also discuss their request for an AH with their assigned Financial Aid Counselor to discuss the affects an AH will have on their financial aid.
   a. The student will be withdrawn from the Financial Aid Program during the Academic Hiatus time period. The grace period for student loan repayment begins upon the last date of academic engagement (i.e. the last date of the term prior to the AH). All students must discuss with Financial Aid Office the implications of the AH on their loan repayment schedule.The student will complete the Status Change process per instructions in Self-Service.
4. The student will complete the Status Change process per instructions in Self-Service.
5. If a student does not enroll for a term and does not fill out a petition for an AH via the Status Change process in Self-Service prior to the last day of the add/drop period, the student will be officially withdrawn from FNU and must reapply and be readmitted to FNU.
6. If the AH is approved, the Associate Dean will notify the student and all impacted parties at FNU, including but not limited to the Professional Advisor, Faculty Mentor, Regional Clinical Faculty, Registrar, Financial Aid Director and the Accounting Department.

Emergency Academic Hiatus (EAH) Policy
FNU recognizes that in rare cases, students encounter emergencies that require an academic hiatus after a term begins. Leaves that start after the beginning of the term may be granted for emergencies of a serious or compelling nature such as an accident, traumatic event, sudden illness, death in the student's immediate family, pregnancy complications, or the early birth of a child which would preclude the ability to effectively attend school. Other unusual or very special cases will be considered on their merit by the Administrative Team Student Review Committee at the request of the student's Associate Dean (MSN+Companion DNP and PMC students) or Clinical Director (PM-DNP students). All "serious and compelling" situations require the appropriate documentation. Documentation may include: verification of accident or illness (such as a letter from the treating provider or copies of medical bills), a letter from a licensed counselor, death certificate, or other appropriate documentation.

Students approved for an Emergency Academic Hiatus after the beginning of a term and on/before the last day of a term, will be withdrawn from all courses for the term. Students interested in requesting an EAH but who qualify for an I or IP grade (see **Incomplete Grading Policy**) should consult with the Associate Dean (MSN+Companion DNP and PMC students) or Clinical Director (PM-DNP students) to determine if the best option is an EAH or petitioning for the I or IP grade. An Emergency Academic Hiatus counts as one of the two allowable academic hiatus' in a 365 day period. Students who do not have a reasonable expectation to return to their studies within this timeframe will be counseled to withdraw from the institution (see **Withdraw from FNU**).

Requesting an emergency academic hiatus
1. The student must first discuss their request for an EAH with the Associate Dean (MSN+Companion DNP and PMC students) or Clinical Director (PM-DNP students).
2. a. It is recommended that the student ensure all contact information is current in Self Service in the event that FNU must contact the student during the request process or during the EAH.
3. The student must also contact the Financial Aid Director to discuss the affects an EAH will have on their financial aid. The student should also contact Student Accounts to learn how/if the EAH will impact their tuition and billing.
4. The student must send a letter, along with the appropriate documentation of the "serious and compelling" situation, to the Associate Dean explaining the EAH request. The letter should include a statement that he/she has met with Financial Aid and Student Accounts staff and understands the financial implications of the EAH.
5. The Associate Dean (MSN+Companion DNP and PMC students) or Clinical Director (PM-DNP students) will take the request to FNU Administrative Team Student Review Committee for review and decision.

6. The Associate Dean (MSN+Companion DNP and PMC students) or Clinical Director (PM-DNP students) will notify the student of the decision immediately after review.
7. The student must complete the Status Change process per instructions in Self-Service immediately. If the AH is approved, the Associate Dean (MSN+Companion DNP and PMC students) or Clinical Director (PM-DNP students) will notify the student and all impacted parties at FNU, including but not limited to the Professional Advisor, Faculty Mentor, Regional Clinical Faculty, Registrar, Financial Aid Director and the Accounting Department.

If an emergency AH was granted for sudden illness or pregnancy (childbirth or complications from) the student must submit medical clearance documentation to the Associate Dean (MSN+Companion DNP and PMC students) or Clinical Director (PM-DNP students) from a licensed healthcare provider. The release shall identify the date the student may return to school (didactic or clinical) along with any restrictions.

While on Academic Hiatus (non-Emergency) and Emergency Academic Hiatus

It is recommended students on AH stay in touch with classmates, their Professional Advisor, and their Associate Dean. Students continue to have access to the Banyan Tree Portal, FNU email, and the support of all of the FNU community while on AH.

While on AH, students may not do any coursework, submit any assignments or take any examinations. Students are strongly encouraged to not begin an AH with an incomplete grade in any of their courses. In the event this is unavoidable, the student must meet with the Course Coordinator upon return from the AH to discuss the course in which they have an incomplete grade. If the course has been significantly revised, the Course Coordinator may require the student to start the course over with the new course content, readings, assignments, and exams. It is the student's responsibility to notify her/his Regional Clinical Faculty and preceptor of the AH.

Financial Aid Responsibilities Related to an Academic Hiatus (non-Emergency) and Emergency Academic Hiatus

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

Return from an AH

- The student must submit the Status Change form in Self-Service to request their return from AH no later than the last day of the add/drop period. Students returning from AH will not be eligible to enroll in courses until the return from AH Status Change form has been processed. Therefore, students are strongly encouraged to submit this form prior to the start of the term.
- If an emergency AH was granted for sudden illness or pregnancy (childbirth or complications from) the student must submit medical clearance documentation to the Associate Dean from a licensed healthcare provider. The release shall identify the date the student may return to school (didactic or clinical) along with any restrictions.
- The student must consult with his/her professional advisor to review and approve the revised Program of Study.
- Students must pay the Return from AH fee (see the **Tuition & Fees**) when the Status Change form is submitted.
- If a student does not enroll for a term and does not fill out a petition for an AH via the Status Change process in Self-Service prior to the last day of the add/drop period, the student will be officially withdrawn from FNU and must reapply and be readmitted to FNU.
- If an emergency AH is granted for sudden illness or pregnancy (childbirth or complications from) the student must submit medical clearance to the Dean from a licensed healthcare provider. The release shall identify the date the student may return to school (didactic or clinical) along with any restrictions.

Other Student Responsibilities Related to an AH

Because students are not eligible to do any coursework, submit assignments or take examinations while on AH, students are strongly encouraged to not begin an AH with an incomplete grade in any of their courses. In the event that this is unavoidable, the student must meet with the Course Coordinator upon return from the AH to discuss the course in which they have an incomplete grade. If the course has been significantly revised, the Course Coordinator may require the student to start the course over with the new course content, readings, assignments, and exams. It is the student's responsibility to notify her/his Regional Clinical Faculty and preceptor of the AH.

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

Access to Courses

Students have access to all course syllabi Students may not be actively working in a course unless they are registered for that course. Students must be aware that courses may change from term to term including content, books, and required assignments. Faculty will post the final version of each syllabus two weeks prior to the start of the next term. Students are encouraged to review the course syllabus prior to the start date. Books should be ordered to ensure receipt prior to the beginning of the term. Textbooks for courses will be listed six (6) weeks prior to the next term on the on-line bookstore: **http://frontier.textbookx.com/**

Adding and Dropping Courses

Students may add or drop a course until Monday of week two (2) of the term. A change in registration becomes effective only when the **Add/Drop Form** is completed by the student and submitted to the Registrar. All Add/Drop forms must be submitted by midnight on Monday of week two (2) of the term. The student should also send a copy of the Add/Drop form to the Student Advisor and the Course Coordinator. If a student drops all of their registered courses than it is considered a **withdraw from FNU**.

Alcohol & Drug Prevention Program & Policy

Under the "Drug Free Workplace Act of 1988" and the "Drug Free Schools and Communities Act Amendments of 1991" Frontier Nursing University is required to notify all employees and students of its specific alcohol and drug policy program. The elements of the policy and program include consequences that may follow the use of alcohol and other drugs, and sanctions that may be applied both by the University and by external authorities. The law requires that individuals be notified of possible sources of assistance for problems that may arise as a result of use.

This policy is intended to educate members of the University community about the health risks associated with the use and abuse of alcohol and other drugs and about the resources available for counseling and therapy. In addition, in order to assure a work and learning environment that promotes the University's mission and proper function, the University prohibits unlawful possession, use, or distribution of alcohol or illicit drugs by faculty, staff, or students. Federal and state sanctions also apply to such conduct.

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

FNU reserves the right to test for drugs and/or alcohol those students who could reasonably be suspected of drug or alcohol abuse, based on appearance, smell, speech, irrational or unusual behavior, or carelessness or disregard for the safety of others. This suspicion may be raised by students, faculty, staff, preceptors, or other concerned parties. Urine or blood samples would be obtained under the supervision of an appropriate health care

professional. Results of any drug/alcohol test may be shared with the members of the Administrative Team and may result in disciplinary actions up to and including dismissal. The drug/alcohol tests will not be conducted if an individual refuses to submit, however, refusal to submit may result in immediate referral to the Administrative Team for dismissal.

Grading
Final course grades are mathematically rounded up.
A= 100-89.50
B= 89.49- 79.50
F =79.49 or less

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

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

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

Counseling and Treatment Programs
The University encourages individuals with alcohol or other drug-related problems to seek assistance. If a student is enrolled in or seeks counseling for alcohol or other drug-related problems, he/she is required to discuss the situation with the appropriate Associate Dean or Clinical Director to formulate a plan for support during the educational process.
Access this link for **Confidential Assistance** for Frontier Nursing University students, faculty and staff members.

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

University Sanctions
Unlawful possession, use, manufacture, or distribution of alcohol or illicit drugs by faculty, staff, or students may lead to sanctions within the University, the severity of which shall increase as the seriousness of the violation increases. Consequences may include:
● A verbal or written disciplinary warning, with notice that repetition of the offense or continuation of the offense may result in a more serious sanction up to and/or including separation from the University;
● Required completion of an appropriate rehabilitation program, at the student's expense, in order to continue enrollment or employment;
● Required ongoing plan of support for the student which may include ongoing drug testing and reporting;
● Suspension from the University (student) or from employment (employee) or from a specific University activity or facility for a fixed period of time or until completion of specified conditions, such as completion of an appropriate rehabilitation program, at the individual's expense;
● Expulsion from the University (student) or termination of employment (faculty and staff); and/or

Other appropriate sanctions
External Sanctions

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

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

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

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

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

Review of University Program and Policy
Biennially, the University shall review its "Alcohol and Drugs Prevention Program and Policy" to determine the program's and policy's effectiveness and implement changes, if needed, and to ensure that the University's disciplinary sanctions are consistently enforced.
To be under the influence of drugs or alcohol while providing patient care could jeopardize the health and safety of clients and would be a prime cause for the Administrative Team to recommend dismissal.
A complete copy of the Frontier Nursing University Substance Abuse Policy and Comprehensive Substance Abuse Testing Program is available to any student. This may be obtained by calling the Director of Human Resources on the Hyden Campus at (606) 672-2312.

Americans with Disabilities Act (ADA) and Section 504 Policy
Introduction
It is the policy of FNU that no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. FNU does not discriminate in admission to, access to, or participation in its programs or activities. FNU's policies and practices will not discriminate against students with disabilities, and will make accessible to qualified individuals with disabilities its facilities, programs and activities.
Definitions
A. As used in this policy and the implementing administrative guidelines, "an individual with a disability" means a person who has, had a record of, or is regarded as having a physical or mental impairment that substantially limits one or more major life activities.
B. An impairment that is episodic in nature or in remission may be considered a disability if it would substantially limit a major life activity when active.
C. The determination of whether an impairment substantially interferes with a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive

technology, reasonable accommodations or auxiliary aids or services or learned behavior or adaptive neurological modifications.

Identification of Disability and Request for Accommodation
A student has no obligation to inform FNU that he/she has a disability; however, if a student requests that an accommodation be provided, the student must identify himself or herself as having a disability. The disclosure of a disability is voluntary.

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

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

The documentation regarding the impairment and the accommodation that is being requested must be provided in writing to the Associate Dean for the Student's Specialty Track. A form, **Documentation of Disability**, is available for use in this regard.

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

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

ADA/504 Coordinator
FNU's ADA/504 Coordinator is:

> Stephanie A. Boyd
> *Chief Enrollment Management Officer*
> Phone: (859) 899-2821
> **Stephanie.Boyd@frontier.edu**
> Fax: (859) 899-2821

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

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

The ASC shall examine all data pertaining to the appeal and make written recommendations to the Dean of the FNU. All attempts at resolution of the issue are to be documented in minutes. The decision of the Dean shall be communicated to the student in writing and is the final decision.

Appeal of Dismissal
A dismissal decision of the Administrative Team may be appealed by letter to the President within two (2) weeks after the date of notification. The appeal must be sent to the President in writing and shall state the justification for the appeal. An appeal will only be heard if the appeal is made on the basis of bias, an error in the application of policy, or for lack of due process. A copy of the Administrative Team minutes pertinent to a student's dismissal is available to the student upon request. If the President determines the appeal is being made on the basis of bias, an error in application of policy, or lack of due process than an Academic Standards Committee (ASC) will be convened.

The ASC shall examine all data pertaining to the appeal and make written recommendations to the President of the FNU. The decision of the President shall be communicated to the student in writing and is the final decision.

Academic Standards Committee
- The President or Dean of Nursing may convene an Academic Standards Committee (ASC) upon an appeal of a dismissal or a grade appeal that is not mediated at the Associate Dean level. The ASC will consist of a three-person committee of faculty members who were not involved directly in the assignment of the grade or the original decision to dismiss. The ASC will include at least one faculty member with senior academic faculty experience (defined at the President or Dean's discretion).
- The student will be granted the opportunity to address the ASC by telephone conference call and/or by written statement.
- In the case of appeals or course grades, the ASC shall examine all data pertaining to the appeal and make written recommendations to the President of the FNU. All attempts at resolution of the issue are to be documented in minutes.
- In the case of appeals of dismissal, the purpose of the ASC review is to assure that there was no bias, no error of application of policy, and that the student received due process. The purpose of the ASC is not to review the dismissal decision, but to review the procedures and processes that were used to arrive at the decision.
- The Associate Dean who handled the Appeal of Course Grade or an Administrative Team member involved in the decision to dismiss will be available to the ASC during the conference call for questions and/or clarification.
- The ASC members will review all documentation pertaining to the grade assignment or dismissal. These documents will also be made available to the student.
- The appeal process shall be completed within 45 days after receipt of the student's letter to the President requesting an appeal of dismissal or 45 days after the President or Dean is notified of an appeal of a course grade.
- The recommendation of the ASC shall be communicated to the President or Dean who will then inform the student via both email and by certified letter of his/her decision.

Assignment of Credit Hours
The definition of a credit hour is relevant to the preparation of curricula at the Frontier Nursing University. The goal is to enable students to graduate in a timely manner. The issues involved in defining a credit hour are to ensure that student workload is sufficient, but not excessive, for the credit hours assigned.
With this in mind, the number of semester credit hours assigned to coursework needs to be proportional to student workload, which entails interacting with the instructor and other students, completing readings and learning activities, clinical hours, and other out-of-class work associated with a course. It is not practical to precisely measure these quantities over time. Further, student capability, motivation, and background will have a strong impact on the amount of time required by an individual student to complete assigned work. Therefore, the guidelines in this policy should be considered to be principles that are not to be interpreted as strict rules.

For didactic coursework, one credit hour should equate to approximately 60 hours of total work to complete the course. This is based on the formula for semester credits of one hour of class time and three hours of study time for each credit every week, for 15 weeks. Therefore a three-hour course should take a student approximately 180 hours to complete. This guideline is not intended to require that student workload be measured; rather, it is a guideline that is applied when determining the number of credit hours to be assigned to a course.

For clinical coursework, one credit hour should equate to a minimum of 45 hours of total work to complete the course. Therefore, the required 15 hours for the Clinical Practicum should require a minimum of 675 hours of clinical hours to complete. In the clinical area, students are expected to record total hours. They must meet both the required minimum number of hours and the required minimum clinical experiences to complete the clinical courses.

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

Study Hours per Week

Credits	Didactic (credits x 60 hours/11 weeks)	Clinical (credits x 45 hours/11 weeks)
2	11	8
3	17	12
4	22	16
5	28	20
6	33	25
7	39	29
8	44	33
9	50	37
10	55	41

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

Breast Pump Availability
A Medela Symphony electric breast pump is available for students' use. The student is responsible for the accessory kit (cups, tubing, bottles). Contact the Hyden Academic Resource Coordinator at (606) 672-2312 to arrange for its use.

Breastfeeding Infants on Campus
Students may be able to bring their breastfeeding infants that are 18 months of age or less to campus when accompanied by an appropriate care provider and based on available space. The student must obtain permission from the Hyden Campus Manager prior to the scheduled on campus event. If housing is not available on campus,

rooms may be available at Wendover, the historic home of Mary Breckinridge. FNU does not provide transportation from campus to Wendover. Additional fees will apply.

1. The care provider, infant and student will be assigned housing at FNU if available on a first come, first serve basis.
2. Only breastfeeding infants and one care provider per breastfeeding infant may accompany the student.
3. If no housing is available on-site, a room on campus will be available for care providers and breastfeeding infants for use during class hours.
4. The infant may not be taken into the classroom during class hours. If the infant needs to nurse during class hours, the student must return to the assigned room or the assigned outside areas for that purpose.
5. The student will be responsible for obtaining any class information that is missed.
6. During meals, the infant and care provider can access the Haggin dining room and living room. The care provider cannot visit other buildings while on campus.
7. Please see the **Tuition and Fees** section of the Catalog for current fees for accommodations and meals for the care providers.
8. Space is limited, therefore only one room/apartment can be provided for the Mother, baby and care provider. We only have twin size beds on campus, however both mother and care provider will have separate twin beds.
9. We do not have cribs/baby beds on campus. We suggest that you bring a portable crib for the breastfeeding infant.

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

Challenge Policy for Academic Courses
Challenge mechanisms are available for many academic courses at the discretion of the student's Associate Dean. Students must have had similar content in a prior academic graduate program. Courses that are challenged require tuition payment equal to that of taking the entire course. Intent to challenge a course must be declared at the time of enrollment in the FNU and will be included as a part of the student's program of study. Students may challenge a maximum of six (6) credits total, including both academic and clinical courses.
The challenge option includes an assessment of theory and content contained within the most currently revised didactic course. This may include examinations and/or other required assignments as defined by the Course Coordinator responsible for that content area. Students should review the course being challenged to guide their study prior to the challenge examinations. A passing score of 80% on these examinations and/or assignments enables the student to receive credit for a didactic course. A score of less than 80% on the challenge examinations requires the student to take the course and submit all required Graded Assignments and examinations.

Courses not available for challenge before January 1, 2014
> N400 Physical Assessment
> PC700 Communication and Introduction to Scholarly Writing
> N404 Statistics
> N406 Leadership
> N408 Community Health
> N409 Community Health Practicum
> NM617 Antepartum Care
> NM618 Intrapartum Care
> NM619 Postpartum and Newborn Care
> NM621 Advanced Antepartum Care
> NM622 Advanced Intrapartum Care
> NM623 Advanced Postpartum and Newborn Care
> NM629 Skills for Nurse-Midwifery Care
> PC628 Skills for Primary Care
> NP629 Advanced Skills for Primary Care

WH629 Skills for Women's Health Care
PC702 Epidemiology and Biostatistics (3-0)
N702 Evidence Based Practice I (3-0)
N703 Evidence Based Practice II (3-0)
N704 Leadership and Organizational Theory (3-0)
N705 Ethics and Health Care Policy (3-0)
N706 Evidence Based Practice and Information Technology (3-0)
N711 DNP Practicum I (0-4)
PC711 The Nurse as Educator (3-0)
N712 DNP Practicum II (0-4)
N720A/B/C DNPCapstone Project (4-0)

Courses not available for challenge After January 1, 2014
All bridge Courses
PC 707 Advanced Pharmacology Across the Lifespan
PC714 Clinical Bound: Skills for Advanced Practice
NM711 Skills for Nurse-Midwifery Care
NP711 Advanced Skills for Nurse Practitioner Care
WH711 Skills for Women's Health Care
NM702 Midwifery Care during Pregnancy
NM704 Midwifery Care during Labor and Birth
NM705 Midwifery Care of Postpartum Women and Newborns
NM706 Advanced Midwifery Care of Childbearing Women and Newborns
WH705 Postpartum Care
PC713 Principles of Independent Practice
PC 710 Leadership and Health policy
PC708 Leadership
PC709 Health Policy
PC-704A, B, or C Translating the eEvidence to aAdvanced pPractice I, II, or III
PC711 Nurse as Educator
NP PC720 DNP cClinical Iresidency
PCNP721 DNP cClinical IIresidency
PC722 DNP Clinical III

Commencement Ceremony Participation
Students may participate in the annual FNU commencement ceremony according to the following requirements:
- Pre-2014 MSN and post-master's certificates students can participate in the commencement ceremony if they have completed all required courses, successfully completed the comprehensive examination, and paid all tuition and fees.
- Post-Master's DNP students can participate in the annual FNU commencement ceremony after successfully presenting their capstone project and paid all tuition and fees.
- MSN + Companion DNP and PMC + Companion DNP students can participate in the annual FNU commencement ceremony as an MSN graduate once the Master's degree is conferred and/or as a DNP graduate after all courses are successfully completed and paid all tuition and fees.

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

To meet the expectations for professional communication, students are required to:
- Display courtesy to faculty and staff regarding their office hours. Messages may be left on voice mail during "off" hours, but must show regard and awareness of the different time zones.
- Communicate with faculty, staff and other students in a respectful way even when problems may exist.

- Utilize proper channels when approaching a problem. If a problem arises, students must discuss the issues with the involved faculty member first.
- Take responsibility for communication errors when they occur without making excuses.
- Respond to any faculty or staff e-mail or phone contact within three (3) business days.
- Meet with faculty or staff within three (3) days of the faculty or staff's request for a meeting with a student.
- Communicate at least once per term at the mid-term with the Student Advisor by either phone or e-mail to update the Student Advisor on course progress and plan registration for the following term.
- Abide by all communication policies stated in specific courses or as listed in the course forums in Canvas.
- Submit name, address, and phone number changes within 14 days using the form in the FNU Directory
- Use the Banyan Tree, the FNU e-mail and forum system, for all official correspondence with the FNU and between FNU members. Outside vendors (e.g., Hotmail, EarthLink, etc.) may not be used. Communications using non-Banyan Tree services cannot be verified by the FNU, will not be considered official, and may be discarded.
- Abide by electronic communications etiquette, using appropriate language. Please refer to the Banyan Tree 101 (BT101) course for electronic communications etiquette.
- Check the Banyan Tree for e-mail and forum messages at least twice each week while enrolled in the FNU.
- Use the out of office setting when they will be unable to answer Banyan Tree e-mail for more than 72 hours

Email Signature

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

[Your full name], [Your degrees]
[Your frontier email address]
[Your program, class #]
Frontier Nursing University
[Phone with area code]
[state of residence] [time zone]
~~Faculty Mentor: [Mentor's name]~~
~~Professional~~Academic Advisor: [~~Professional~~Academic Advisor's name]
RCF: [RCF's name]
Projected Clinical Bound date: [Term, Year]

Example:
Sally Smith, *BSN, RN*
Sally.Smith@frontier.edu
CNEP Class 1
Frontier Nursing University
(606) 672-2312
State of Residence: KY (EST)
~~Faculty Mentor: Jay Doe~~
Professional Advisor: Jane Doe
RCF: Dane Joe*
Projected Clinical Bound date: Spring 2013*

*For PM-DNP students, omit the RCF name and include "Projected DNP Intensive date" in place of "Projected Clinical Bound date"

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

Areas of the Banyan Tree that must be checked at least twice each week are:
- E-mail

- FNU Portal page for important announcements
- Course Forums in Canvas (for currently enrolled courses)

Social Media

Expectations for professional communication extend to social media sites such as Facebook, Twitter, Flickr, blogs, message boards, etc. Online social media sites provide a great way for students to connect, collaborate, and communicate, and FNU supports this interaction. FNU encourages students to use these technologies wisely by following these guidelines:

- Be aware that these sites are very public. Before posting something, ask yourself if you would want your friends, family, instructors, patients, or potential employers to see it.
- Be safe online. Do not share personal information or passwords. Use privacy settings to protect your information.
- Be careful about what you say. Do not post something illegal, libelous, or potentially harmful.
- Follow copyright guidelines when posting work that is not your own. Give attribution (when paraphrasing or using short quotations) or verify that you have permission to use the work (when using a work in its entirety).
- Note that images and pictures may also be protected under copyright laws. Verify that you have permission to use an image or that it is covered under a Creative Commons license. If posting images that include other people, seek their permission first.
- Adhere to the requirements already stated in the Communications Policy regarding respectful communication.

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

- Post any information or images relating to patient encounters on social media sites.
- Post content including assignments and examinations from FNU courses.
- Represent themselves as another person.
- Post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in behavior that could impact their professional reputation.

If you have questions relating to online conduct, please contact the Director of Recruitment and Retention.

The Comprehensive Examination (for all students excluding those enrolled in the PM-DNP)

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

If a student has previously been approved for paper exams, please refer to the **Examination Security Policy and Procedure for Paper Based Proctored Exams**, outlined in the catalog.

It is recommended that the Final Comprehensive Review course is taken during the term in which the student is registered for his/her final clinical course. The grade for the Final Comprehensive Review course will be reported to the Registrar and to the student within one calendar week of course completion. The degree will not be conferred until a student has completed the Final Comprehensive Review course.

Paper based Comprehensive Exam Process:

- **6 weeks prior to planned practice comprehensive examination:** contact your proctor to verify that they are willing to serve as proctor for your practice comprehensive exam and your comprehensive exam and verify this by email to the Academic Resource Coordinator along with the date that you plan to take practice comps. If you need to change proctors, please be sure and submit a **new proctor application** so that the proctor can be approved.
- **2 weeks prior to planned practice comprehensive exam:** contact proctor to verify that they have received the practice comprehensive exam packet and confirm the dates for the practice comprehensive exam. Notify appropriate comps coordinator by email of date of practice comprehensive exam. Please be sure and notify your comps coordinator and your Clinical Director of any changes to planned testing dates.

- **Date of practice comps exam:** Follow the **exam procedures** as outlined in the catalog. Email your comps coordinator that you have completed the exam.
- **2 weeks prior to planned comprehensive exam:** confirm the date for taking the comprehensive exam with the Academic Resource Coordinator and your proctor. Notify appropriate comps coordinator by email of date that you are taking the comprehensive exam.
- **1 week prior to taking comprehensive exam:** confirm with your proctor that he/she has received the comprehensive exam packet. If not received, notify the Academic Resource Coordinator.
- **Date of comprehensive exam:** Follow the **exam procedures** as outlined in the catalog. Email your comps coordinator that you completed the exam.

Failure of the Final Comprehensive Review Course
If a student does not achieve a passing grade in the Final Comprehensive Review course, the student will be placed on a performance plan designed by the Clinical Director and will be required to re-take the course the following term.

Confidentiality of Records
The Family Educational Rights and Privacy Act of 1974 (FERPA), insures students have the right to privacy in their educational records. This act also establishes the right of students to inspect and review their records and to initiate grievance proceedings to correct inaccuracies. A request to review educational records should be sent to the Registrar in writing and will be honored within 45 days after receipt of the request.

Continuous Registration Policy
Students must be either registered for courses or on an official academic hiatus every term until their degrees are awarded. Students are not registered during the current term for courses in which they took a grade of incomplete during the preceding term, thus finishing an incomplete course but not registering for any new courses does not meet the requirement for continuous registration. Failure to register for courses or be on an official academic hiatus for any term (Winter, Spring, Summer, Fall) constitutes withdrawal from the FNU. Responsibility to maintain registration rests with the student.

Copying
A copier is provided for students' use when in residence on campus. The charge is $.05 per page. Fees should be paid to the secretary prior to leaving the FNU. As an educational institution, the FNU must follow copyright law to the letter. If students have any questions regarding copyright, they should contact the FNU Librarian.

Course Failure Policy
In the event of a course failure:

- One (1) course failure will result in the initiation of an academic Performance Plan. (see the **Learning and Performance Plans**).
- A second (2) course failure will result in automatic dismissal from FNU. An exception to this is the Final Comprehensive Review Course NM717, NP717, and WH717; failure of the Final Comprehensive Review Course does NOT count as a second course failure under this policy.

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

Course Transfer Policy and Procedure
FNU students are eligible to transfer 12 credits into their program of study if the credits were taken from a school that is accredited by an accrediting agency recognized by the U.S. Department of Education. Courses will be eligible for transfer credit if the student can demonstrate that they have had similar content in a prior academic graduate program in the past seven years. A longer time frame may be considered for post-master's students who are currently practicing in their area of certification. Transfer credits may only be for didactic courses. Clinical credits may not be transferred. There is a course transfer fee for review of materials. This fee is assessed whether or not a course is accepted for transfer credits. Students may not use transfer credits to meet the criteria

for Satisfactory Academic Progress. For fixed-term billing students, deductions of tuition for transferred courses occur on the final tuition payment.

Courses not available for transfer before January 1, 2014:
- ❏ N400 Physical Assessment
- ❏ N404 Statistics
- ❏ N406 Leadership
- ❏ N408 Community Health
- ❏ N409 Community Health Practicum
- ❏ NM617 Antepartum Care
- ❏ NM618 Intrapartum Care
- ❏ NM619 Postpartum and Newborn Care
- ❏ NM621 Advanced Antepartum Care
- ❏ NM622 Advanced Intrapartum Care
- ❏ NM623 Advance Postpartum and Newborn Care
- ❏ PC628 Skills for Primary Care
- ❏ NM629 Skills for Nurse-Midwifery Care
- ❏ NP629 Advanced Skills for Primary Care
- ❏ WH629 Skills for Women's Health Care
- ❏ PC702 Epidemiology and Biostatistics (3-0)
- ❏ N702 Evidence Based Practice I (3-0)
- ❏ N703 Evidence Based Practice II (3-0)
- ❏ N704 Leadership and Organizational Theory (3-0)
- ❏ N705 Ethics and Health Care Policy (3-0)
- ❏ N706 Evidence Based Practice and Information Technology (3-0)
- ❏ N711 DNP Practicum I (0-4)
- ❏ PC711 The Nurse as Educator (3-0)
- ❏ N712 DNP Practicum II (0-4)
- ❏ N720 DNP~~Capstone~~ Project (4-0)

Courses not available for transfer after January 1, 2014:
- ❏ All bridge Courses
- ❏ PC707 Advanced Pharmacology Across the life span
- ❏ PC714 Clinical Bound: Skills for Advanced Practice
- ❏ NM711 Skills for Nurse-Midwifery Care
- ❏ NP711 Advanced Skills for Nurse Practitioner Care
- ❏ WH711 Skills for Women's Health Care
- ❏ NM702 Midwifery Care during Pregnancy
- ❏ NM704 Midwifery Care during Labor and Birth
- ❏ NM705 Midwifery Care of Postpartum Women and Newborns
- ❏ NM706 Advanced Midwifery Care of Childbearing Women and Newborns
- ❏ WH705 Postpartum Care
- ❏ PC713 Principles of Independent Practice
- ❏ PC7~~1~~008 Leadership ~~and Health Policy~~
- ❏ PC709 Health Policy
- ❏ PC704A, B, or C Translating the Evidence to Advanced Practice
- ❏ PC711 Nurse as Educator
- ❏ PC~~NM/WH/NP~~720 DNP eClinical I~~residency~~
- ❏ PC~~NM/WH/NP~~721 DNP eClinical II~~residency~~
- ❏ PC722 DNP Clinical III

Procedure
1. The student reviews the FNU MSN + Companion DNP Course Descriptions, found in this FNU Catalog. Please note that the MSN curriculum starting on page 15 of the catalog refers to the previous curriculum to which students are no longer admitted.
2. The student notes any course(s) that are similar in content and credits to graduate level courses taken in the previous seven years.
3. The student downloads the Registrar's Course Transfer Notice and the Course Transfer Form.

4. For each course that is to be reviewed for transfer, the student sends a Registrar's Course Transfer Notice and transfer review fee to the Registrar.
5. The Registrar e-mails the student with the name and address of the appropriate Associate Dean.
6. The student sends the Associate Dean the Course Transfer Form with the top filled out and the following materials: description of the graduate course from the official course catalog and course syllabus, which includes objectives and course outline.
7. Both the course description and course syllabus are required for a course to be transferred.
8. The Associate Dean e-mails the Registrar to ascertain if the student has an official transcript on file that indicates that the student earned at least a B in the course to be transferred.
9. The Associate Dean reviews the material. The Course Coordinator may be consulted. More information from the student and/or the previous school may be requested.
10. The Associate Dean completes the Course Transfer Form and returns it to the Registrar.
11. The Associate Dean notifies the student and Course Coordinator.

Degree Completion Policy

Students are expected to earn their degree within the parameters of Satisfactory Academic Progress. Students will have the following timeframes to complete their degree:

● Students enrolled in the MSN + Companion DNP after January 1, 2014 will have a total of 7 years to complete this option. This time frame includes any time out of school such as an Academic Hiatus or Emergency Academic Hiatus.
● Pre-2014 MSN and post-master's certificate students must complete their degree or certificate within 5½ years. This time frame includes any time out of school such as an Academic Hiatus or Emergency Academic Hiatus.
● Students in the ADN Bridge Entry Option sequence must complete all Bridge sequence courses within 1 year unless the student has been granted an Academic Hiatus or Emergency Academic Hiatus. After Crossing the Bridge, the MSN must be conferred within 6 years.
● Students enrolled in the Companion DNP must complete the DNP coursework within two years.
● PM-DNP students must complete all PM-DNP courses within eight terms. This time frame includes any time out of school such as an Academic Hiatus or Emergency Academic Hiatus.
● The MSN Completion for CNEP Graduates must be completed within one year of enrollment into the completion program. The time period does not include any approved academic hiatus.
● The WHCNP Post-Master's Certificate for CNEP Graduates must be completed within six months, not including any academic hiatus.

Digital Millennium Copyright Act Notice
NOTICE TO COPYRIGHT OWNERS

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

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

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

FNU's Designated Agent for Notice of claims of copyright infringement is Kenneth J. Tuggle, who can be reached as follows:

By U.S. mail: Kenneth J. Tuggle
                       400 West Market Street, 32nd Floor
                       Louisville, KY 40202
By e-mail: **ktuggle@fbtlaw.com**
By Phone: (502) 568-0269
By Fax: (502) 581-1087

Disclosure of Directory Information
The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that FNU, with certain exceptions, obtain students' written consent prior to the disclosure of personally identifiable information. However, FNU may disclose appropriately designated "directory information" without written consent, unless a student has advised FNU to the contrary. The primary purpose of directory information is to allow the FNU to include this type of information in certain school publications. Examples include:
- The FNU Directory
- Newsletter Articles
- Alumni Listings
- Commencement programs
- SAGE mentoring List
- Student Council Lists

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

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

FNU has designated the following information as directory information:
- Student's name
- Participation in officially recognized activities (For example: Student Council, SAGE mentoring)
- Address
- Telephone listing
- Electronic mail (e-mail) address
- Photograph
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance

Dismissal from FNU
Dismissal from FNU is a decision made by the Administrative Team. The student will be notified orally or in writing of the possibility of dismissal at the time the potential for dismissal is identified. The Administrative Team meeting at which the potential dismissal will be reviewed will be scheduled to occur two (2) to four (4) weeks after the student is notified of the possibility of dismissal. The student will be notified by email (via their frontier.edu email account) of the scheduled date of the Administrative Team meeting at which the possibility of dismissal will be reviewed.
The student is encouraged to submit a written statement to the Administrative Team including any explanation the student wishes the Administrative Team to consider. This statement must be sent via email to the Associate Dean at least three (3) business days (Monday through Friday) before the date of the scheduled Administrative Team.

The student will be notified of the decision of the Administrative Team in writing by certified letter within ten (10) days of the Administrative Team meeting. Reasons for dismissal include, but are not limited to, the following:
- Infraction of the Honor Code
- Infraction of the Harassment Policy
- Infraction of the Drug and Alcohol Policy
- Infraction of the policy regarding midwifery and nurse practitioner practice by Frontier students
- Failure to meet FNU time deadlines
- Unsatisfactory academic performance
- Unsatisfactory clinical performance including, but not limited to, dismissal from a clinical site
- Unprofessional conduct in relation to interaction with others (student, faculty, staff, preceptor, client)
- Persistent violations of the Communication Policy including persistent deficiencies in written or verbal communication
- For ADN Bridge Entry Option Students, one (1) course failure during the Bridge year (first four terms during which all Bridge courses are completed) will result in automatic dismissal from FNU

Students dismissed from FNU may reapply no sooner than six (6) months after the dismissal date.

Enrollment Following Frontier Bound
Students who attend Frontier Bound are expected to enroll in the FNU at the beginning of the next term. Students who are unable to enroll in courses the term following Frontier Bound must formally withdraw from the FNU. In order to be considered for admission they will need to reapply to the program and pay the current application fee. If there are no changes that would affect the admission decision, the student will be offered admission if they reapply within six (6) months following the Frontier Bound they attended. Students may use their previous admission materials except for the application form if applying within the six (6) months after the Frontier Bound and if there are no changes that would need to be considered by the Admissions Committee. If the student enrolls in the FNU within six (6) months after attending Frontier Bound, they would not have to attend Frontier Bound again.

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

FNU Evaluations
All FNU evaluation forms submit directly into a secure database. Course faculty and Associate Deans are able to view an anonymous report containing totals and comments, without student names.

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

The FNU must have complete student evaluations in order to complete our institutional effectiveness plan. In order to collect evaluation data the following policies apply:
- Students must complete all course evaluations as the last assignment in each course. Failure to complete the evaluation will result in an Incomplete (I) grade. The student needs to notify their instructor once they have completed the evaluation so the instructor can change the grade.
- Students may start the Clinical Practicum after completing all Clinical Bound evaluations.
- Students will receive a score report with their comprehensive exam results once they complete the Exit Survey.

Examination Policy for All Exams

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

All electronic examinations are accessible to students according to dates set by the Course Coordinator and the available IT testing support hours (Eastern time zone). The Examination Support Policy will be posted at the beginning of each term which will list the available hours. (http://www.frontier.edu/student-services/technical-support/testing-support) This assures that technology support is available for troubleshooting in the event of technology issues.

If a student experiences a complication and cannot resume access to the examination in a reasonable amount of time, s/he should immediately call the FNU technical support staff. If the student calls support staff and an appropriate technical complication is present, the call is logged as an incident and the student's test may be reset according to the time remaining for the examination when the problem occurred.

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

Examination Policy for Remotely Proctored Exams

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

Examinations are proctored through a computer-assisted proctoring service chosen by FNU. Students taking online examinations are required to use this system. Online examinations will not be available to students unless the proctoring system is used or specific designated testing accommodations are in place for that student.

Currently proctored examinations utilize a standard webcam and microphone and are delivered through a Chrome web browser extension. The system automatically flags audio and video to be reviewed for any possible Honor Code and Exam Policy violations that may have occurred during an examination.
1. Students will affirm the Honor Code statement once in each course that has proctored examinations.
2. Students will use the proctoring software selected by FNU for all examinations.
3. Examinations are confidential material. Students may not make a copy of any examination in any form including handwriting questions onto their own paper, discussing questions in course forums or in social media, or copying questions into email. If students want to discuss specific examination questions with faculty, students should make an appointment for a live discussion with the faculty member. **Students should not email any specifics of examination questions to anyone, including faculty.**
4. Students may not discuss the contents of any examination with anyone other than the responsible faculty. Examples of honor code violations could include but are not limited to: discussing examination contents with others at any time before, during, or after an examination, receiving any type of assistance (except from FNU tech support or FNU faculty) during the examination, having someone else take the examination under the student's username and password, emailing specific exam items, or copying any part of an examination in any form. An Honor Code Violation is considered grounds for dismissal from FNU.

Rules for Taking an Examination

Students are expected to learn and follow the rules for taking examinations using the computerized proctoring system. The online testing environment should mimic the "in class" testing environment, and must conform to the following:
- A quiet, secure, fully lighted room for the examination
- Lighting must be "daylight" quality and overhead is preferred if at all possible. If overhead is not possible, the light source should not be behind the student.
- No other people in the room at any time during the examination

- No communicating with others by any means, with the exception of contact with FNU IT support staff or Proctorio support staff or the faculty member.
- No talking aloud during the examination
- No leaving the room at any time for any reason
- Nothing on the desk/table except the computer and a blank 11" x 14" or smaller dry erase whiteboard with a dry marker and eraser, if desired. All other books, papers, notebooks or other materials, unless specifically permitted in written guidelines for a particular examination, must be removed.
- If using the dry erase whiteboard, it must be shown to the camera prior to the start of the exam to assure that it is blank. Hold the whiteboard up to the camera for 5 seconds, front and back at the beginning of the examination. After the examination and the five minute review, erase any marks on the whiteboard and again hold it up to the camera for 5 seconds front and back to assure that it is blank. Make sure to show the whiteboard before the review time is up.
- No other electronic devices in the room, including devices that serve as a hotspot. If a mobile hotspot is used, it must be set up outside the testing room prior to starting the camera and taking the exam.
- No writing visible on desk or on walls
- No music or TV playing
- No use of headphones
- All other computer monitors must be powered off.
- The webcam and microphone must be operational.
- A proper ID (driver's license or FNU ID) must be clearly shown at the beginning of each exam.
- During a room/desk scan, the complete desk and surrounding areas must be clearly shown.

Using the computer proctoring system allows students to have 5 minutes after the examination has been completed to review the examination and see the correct answer to any missed questions. Some courses may offer an alternative to the 5-minute review, to best meet the needs of students. The student will not be allowed to make any changes to the examination during this time period. All testing conditions and the Honor Code remains in effect during this review.

Examination Violations

All examination videos will be reviewed and made available to the faculty and to program administrators. If any suspicious activity is determined to be an exam rules policy violation, the faculty will notify the student so that the behavior can be corrected for subsequent exams. Additionally, the faculty will record the violation on the institutional secure exam violation report. If any suspicious exam activity is determined to be a potential Honor Code Policy violation, it will be reported to the appropriate FNU Course Coordinator who will determine if an infraction occurred. If there is suspicion of cheating, this is a potential Honor Code violation that will be addressed according to the policy (please refer to the Honor Code Policy).

Once the student has been notified of a violation, the student is expected to review all of the rules for exams and adhere to them in all future exams. If a student repeatedly violates the rules for taking a proctored examination, whether it is the same rule or a different rule, the student will be asked to complete a Learning Plan, be placed on a Performance Plan, or be referred for possible dismissal from FNU as appropriate to the context of the situation. Depending on the severity of the examination violation, the student may be referred immediately for possible dismissal from FNU.

Examination Support

FNU Support
(859) 899-2525
support@frontier.edu
https://portal.frontier.edu/web/fnu/support

Proctorio Support
(859) 756-4820 or (844) 520-7627
Or click the shield in the Chrome address bar as illustrated below:

Examination Security Policy and Procedure for Paper Based Proctored Exams
This policy is in effect only for students requiring an authorized accommodation that includes the necessity of a paper based exam. See **Americans with Disabilities & Learning Disabilities**
- Students are not to discuss the contents of any examination, including the Comprehensive Examination, with anyone other than the responsible faculty.
- A test is not to be opened by the student until the student and the proctor are ready for the student to take the examination.
- Examinations are treated as confidential material. This means students do not make a copy of any examination in any form.
- Only the proctor is responsible for receiving and photocopying examinations. Students may never be involved in this process.
- The proctor must prepare an examination for mailing. The student may only handle a completed examination after the proctor has placed it in an envelope and both the proctor and student have signed the sealed flap.
- The use of a computer is not acceptable for any examinations.

The FNU relies on examination proctors to ensure the academic integrity of the School's examinations. By agreeing to proctor examinations, the Proctor takes personal responsibility for the security of the examination material. Acting as a proctor for a nurse-midwifery or nurse practitioner student is an act of professional volunteerism. Without such volunteerism, the FNU would not be successful. The examination proctor may be a nurse-midwife or nurse practitioner in the clinical setting where the FNU student will acquire clinical experience or a nursing supervisor or administrator, an educator, a testing administrator, a military officer of higher rank than the student, or a librarian. Testing centers may be utilized, although they often require a fee. Other types of individuals may serve as proctors but must be approved by the student's Associate Dean. The proctor cannot have a personal relationship with the student. A personal relationship is defined as a relative, close friend, a person the student is dating, or any person living in the same household as the student.

The FNU student identifies an appropriate examination proctor and supplies the proctor with the **Proctor Approval Application**. If the student's clinical preceptor is going to be the proctor, the preceptor must still complete the Proctor Approval Application. Other CNMs or NPs in the proctor's practice or office personnel may not be substituted unless they have also completed the Proctor Approval Application. After the proctor has applied and been approved, the FNU Academic Resource Coordinator sends the proctor a letter announcing the approval.

If a proctor's address changes, the proctor must contact the Academic Resource Coordinator. Address changes for proctors cannot be submitted by students.

Examinations will be automatically sent to the proctor at the end of the Add/Drop period. Students who live outside the United States or who plan to take examinations in the first two weeks of the term should contact their Associate Dean to discuss the possibility of special arrangements for the mailing of their examinations. Students who need to change proctors should e-mail **exams@frontier.edu** immediately to arrange to have their examinations held until the new proctor has been approved. Once a new proctor is approved, the student's examinations will be mailed within five (5) business days. If a student withdraws from a course, the proctor will be notified in writing and must destroy all examinations for that course.

The proctor provides the student with a quiet room, devoid of reference materials and computers, where a closed book examination may be completed. After the examination is completed the proctor ensures its secure return for grading by course faculty. It is the student's responsibility to provide the grader's name and address and mailing materials and to pay any charges for copying and for mailing. The student should bring a stamped and addressed envelope to the examination. The proctor's return address should be on the envelope, not the student's.

The student is responsible for signing the Written Proctored Exam Honor Code Affirmation and returning the signed copy with each exam. Exams received without this signed statement will not be graded.

Specific duties of the proctor begin with the receipt of the examination. The proctor:
1. Checks the examination(s) to ensure that each has the correct number of legible pages.
2. Contacts the FNU Academic Resource Coordinator at (606) 672-2312 for assistance if an examination is incomplete or poorly photocopied.

3. Keeps the examination(s) in a locked, secure place until administration.
4. Ensures that the examination site is free of distractions and reference materials. Students may bring writing implements and blank paper to the examination, but no books, laptop computers, notes, or other references.
5. Reviews the number of questions, possible number of points, and time allotted for the test with the student before administering.
6. Reminds the student periodically during the examination of time limits.
7. Photocopies the completed examination. The student should not be involved in the photocopying process.
8. Places the photocopy of the examination in a sealed envelope and locks it in a secure area.
9. Signs the statement on the examination indicating that the Examination Security Policy and Procedure have been followed.
10. Places the original examination in the stamped envelope addressed to the examination grader, which was provided by the student. The return address should be that of the proctor.
11. Seals the envelope and signs the sealed flap of the envelope.
12. Has the student sign the sealed flap of the envelope if the student will be mailing the examination. The student's signature on the sealed flap of the envelope is not required if the proctor will be mailing the examination.
13. Mails the envelope to the faculty grader within one business day of the examination's administration. The proctor may permit the student to mail the examination only if after the envelope has been sealed it is signed by both the proctor and the student. It is recommended that examinations be sent via Priority Mail with Delivery Confirmation. Do not send material by overnight mail, certified mail, or any other mechanism that requires a signature. If the faculty member is not at home, it can delay receipt of the examination and can result the examination being returned to the proctor.
14. Destroys the examination photocopy after the student receives the examination grade. The student should notify the proctor as soon as the grade is received.
15. If a student drops a course during the Add/Drop period, the proctor will be notified in writing and must destroy all examinations for that course.
16. In the event that a student takes an Academic Hiatus, changes proctors, or withdraws from the FNU, the proctor will be notified in writing and must destroy all examinations.

Programs of Study for Students Enrolled Prior to Winter 2014

Full-time and Part-time Programs of Study
Students may choose between full-time and part-time programs of study. Full-time students complete an average of 7-8 credits per term. Part-time students complete an average of 5-6 credits per term. Full-time students can expect to study at least 40 hours per week while part-time students can expect to study at least 30 hours per week.

Programs of Study for Students Enrolled Starting Winter 2014 in the MSN + Companion DNP
All students enrolled starting Winter term 2014 are considered to be at a full time status. Students may choose between between two programs plans to complete the MSN + Companion DNP. Students choosing Plan A will complete the MSN in 10 terms by taking 7-9 credits per term. Students choosing Plan B will complete the MSN in 12 terms by completing 3-6 credits per term. Students completing Plan A can expect to study at least 30-50 hours per week while students completing Plan B can expect to study at least 22-30 hours per week. Students continuing on to complete the Companions DNP will complete 17 credits over three terms. Student enrolled in Plan A will complete the MSN + Companion DNP in 13 terms. Students enrolled in Plan B will complete the MSN + Companion DNP in 16 terms.

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

individual or group should seek clarification from the course faculty. Collaborative work on an individual Graded Assignment is an Honor Code Violation and may result in dismissal from FNU.

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

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

Grading and Failure Policy and Procedure

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

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

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

Grading System

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

Grade	Performance Level	Quality Points per Term
A	Consistently outstanding 90-100%	4
B	Satisfactory 80-89%	3
F	Failure	0
W	Withdraw passing	0
WF	Withdraw failing	0
T	Transfer	0
I	Incomplete (temporary mark)	0
IP	In progress (temporary mark)	0

All credits are based on a term system. A grade of A or B (equivalent of at least 80%) must be achieved in all courses. The designations W (prior to the 56th day of a term) or WF (after the 56th day of a term) will be recorded to indicate passing or failure in those instances in which a student withdraws from a course before completing the work. See Withdrawal from a Course. If a course is repeated, the original grade remains on the transcript. Only the grade for the most recent course completion is computed in the grade point average (GPA).

An Incomplete (I) grade is used only for academic courses. See the **Incomplete (I) Grade Policy and Procedure for further information**. An In Progress (IP) grade is used only for clinical courses. It denotes that the clinical course is in progress but the course is not yet complete. See In Progress (IP) Grade Policy. The student will complete the course in the next term at which time the grade will change to the appropriate letter grade. Failure to complete the IP in the next term will result in failure of the course. If a student withdraws without completing the clinical course, this will be changed to a W or WF. A grade of I or IP does not remain on the transcript but is replaced by the completion grade.

Grading
Final course grades are mathematically rounded up.
A= 100-89.50
B= 89.49- 79.50
F =79.49 or less

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

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

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

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

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

- Submission of final grades for all required courses. Incomplete (I) and In-Progress (IP) grade are temporary grades, not final grades (see the Incomplete Grade Policy and Procedure)
- No overdue financial balances on the student account.

The following graduation requirements are specific to the completion of the degrees indicated.

MSN and Post-Master's Certificate:
- Receipt of all end of clinical paperwork including the signed Declaration of Safety (DOS) from the primary preceptor, the final Stage 4 MDAT from the RCF, and the completed End of Clinical Record.
- CNEP Students ONLY: Proof of attendance for the AABC "How to Start a Birth Center" Workshop. AABC provides FNU with the roster of attendees after each workshop.

Grievance Procedure
Grievances should always be resolved at the most immediate level possible.

If the grievance relates to an academic course, the student should begin by communicating the problem to the individual course faculty member involved. If that is not successful, then they should take the matter to the Course

Coordinator, and if still unsuccessful to the appropriate Associate Dean. If the situation pertains to a clinical course, it should be discussed with the Clinical Director.

For problems related to clinical matters, the student should consult the Regional Clinical Faculty first and if unsuccessful proceed to their Clinical Directors. The student's Clinical Director is always available to discuss any situation with the student during this process. The Clinical Director's responsibility is to strive to mediate a resolution that is satisfactory to all parties involved.

Grievances that are not resolved satisfactorily for all parties through discussions should be communicated in writing to the Dean of the FNU. The Dean may choose to convene the Honor Code Council or the Academic Standards Committee depending on the nature of the grievance.

The Council or the Committee shall examine all data pertaining to the grievance and make written recommendations to the Administrative Team (for Honor Code Councils) or the Dean (for Academic Standards Committees) of the FNU. All attempts at resolution of the issue are to be documented in minutes. The decision of the Dean shall be communicated to the student in writing and is the final decision.

Harassment Policy
The Frontier Nursing University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

We expect all of our students, faculty, and staff to be treated with fairness, respect, and dignity. Harassment of any of these individuals will not be tolerated. Any form of harassment related to an individual's race, color, sex, religion, national origin, age, or disability is a violation of this policy and will be treated as a disciplinary matter, including the possibility of dismissal.

The term harassment includes:
● Slurs and any other offensive remarks, jokes, graphic material, or other offensive verbal written or physical conduct.
● Sexual advances, requests for sexual favors, unwelcome or offensive touching, and other verbal, graphic, or physical conduct of a sexual nature.

If students have questions about what constitutes harassing behavior, they should contact their Associate Dean or the Frontier Nursing University (FNU) Human Resources Manager (606-672-2312). If a student feels they are being harassed, they should immediately notify the Student Council Representative, Student Advisor, or another member of the faculty or administration with whom they feel comfortable discussing the situation. Alternatively, the student may call the FNU Human Resources Manager (606-672-2312).

Faculty should notify the appropriate Associate Dean or refer to the FNU Employee Handbook and follow the procedure there. It is the FNU policy to investigate all reported violations.

Honor Code Policy
There are unique opportunities in the adult-learner, self-paced, distance model of education to demonstrate the highest standards of ethical behavior and conduct. There are also unique opportunities to violate these standards. The FNU regards academic honesty and scholarly integrity to be essential to the education of our students; violations are not tolerated. No student shall claim credit for another's work or accomplishments or use another's ideas in a written paper or presentation without appropriate citations and references. Students may be dismissed for violation of FNU standards of conduct.

Violations of the expected standards of conduct include, but are not limited to, the following:
● **Cheating:** Cheating is the attempt to gain improper advantage in an academic evaluation. Among the forms that this kind of dishonesty can take are: obtaining a copy of an examination before it is officially available, learning an examination question from another student before taking the examination, or consulting an unauthorized source during an examination. These sources could include electronic sources, paper sources, or human sources. Submitting part or all of work done by another student as

one's own work is also cheating. This also includes sharing your own work with other students in any form (via email, posting on the internet, etc.).
- **Plagiarism:** Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of another person's ideas as something one has written. Paraphrasing another's writing without proper acknowledgment may also be considered plagiarism. See the **Plagiarism Policy and Procedure** for further information and clarification.
- **Unprofessional Conduct:** Including lying, misrepresenting the truth, and falsifying records.
- **Criminal Conduct:** Such as stealing, drunkenness, or illegal drug use while on the Hyden Campus or in a clinical site.

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

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

Any student or faculty member may bring suspected honor code violations to the attention of the Associate Dean.

If a student brings forward a suspected honor code violation, the Associate Dean will review the evidence including:
1. Consulting with the appropriate Course Coordinator
2. Either the Associate Dean or the Course Coordinator will discuss the issue with the involved students
3. Course Coordinator and Associate Dean will then discuss the situation and determine if there is sufficient evidence to send this to administrative team

If a faculty member suspects an honor code violation the following steps will be followed:
1. Course Faculty will discuss with the Course Coordinator
2. Course Coordinator will review the evidence
3. Course Coordinator will discuss the issue with the involved students
4. Course Coordinator will discuss with Associate Dean and determine if there is sufficient evidence to send this to administrative team

When a suspected honor code violation is brought forward to the Administrative Team, the following process will be followed.

The Administrative Team will initiate a review the information from the course coordinator and Associate Dean for their specialty track to determine if there is evidence to support the charge. If there is adequate evidence that an honor code violation may have occurred then the Administrative Team will:
1. Notify the accused student in writing that such a charge has been made.
2. Convene the Honor Code Council.

Honor Code Council Procedure

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

Honor Code Council Procedure
1. After a possible Honor Code Violation has been reported, the Administrative Team will make the decision to convene an Honor Code Council (HCC).
2. The Associate Dean for their specialty track will notify the student(s) in question, via e-mail, that:
   a. An Honor Code Council (HCC) is being convened and will be provided with details concerning the nature of the charges.

b.　They are allowed to continue coursework until the issue is resolved. Faculty will not submit any final grades for the courses that are involved in the alleged honor code violation. If the review is still in progress at the end of the term, students will receive an Incomplete for any courses that are involved in the alleged honor code violation. If the process extends across terms, students will be allowed to enroll in the courses for their next term. Once the review of the possible violation is completed by the Administrative Team, Faculty may submit grades earned by the student during the honor code process.

　　　　i.　For any course in which it is determined that an honor code violation did occur, the final grade will be an F.

　　　　ii.　For students who are dismissed by the Administrative Team for an honor code violation, any course that was involved in the honor code violation will also receive a failing grade.

　　　　iii.　In the event there is a question regarding academic integrity of a course grade (possible Honor code violation) that is discovered after the course is complete and the grade is submitted, the course grade will be revised and placed on suspension by using incomplete for didactic courses or in progress for clinical courses until the work in question is either cleared or found in violation of the FNU Honor Code.

　　　　iv.　In the event a student withdraws from FNU before the honor code question is resolved, the course grade will convert to W.

　　c.　They can make a written statement to the HCC with an explanation and clarification of the circumstances related to the charge. They will need to send these materials to the Chief Operations Officer.

　　d.　They will have a chance to make a verbal statement to the HCC during a conference call.

3.　When the Chief Operations Officer receives the written statement(s) from the student(s) in question, s/he, or her/his designee, will remove the student's name(s) from the documents, changing the name(s) to "Student A, "Student B", etc.

4.　The Chief Operations Officer, or her/his designee, will recruit seven members of the student council and schedule a conference call. One of these seven students acts as an alternate in case a student needs to withdraw from the HCC. If seven members of the student council are not available, then members of the student body will be asked to volunteer.

5.　Before the conference call, the Chief Operations Officer, or her/his designee, will e-mail the HCC regarding the suspected infraction. This will include the student's statements (with names redacted) as well as any other related documentation (also with names redacted) that pertains to the case. At this time the HCC will be notified of the date and time of the HCC meeting.

6.　The HCC will then meet, via conference call, to investigate the charges.

　　a.　The HCC will first come up with a list of questions that they have for the student(s) in question.

　　b.　Then the faculty facilitator will call Student A and join her/him into the conference call. The faculty facilitator will ask the student the HCC's questions, informing them that they do not have to answer any of the questions. Student A will then have an opportunity to make a verbal statement. The faculty facilitator will ensure that Student A has been disconnected from the call and then follow this same procedure for Student B, if appropriate.

　　c.　The HCC will then investigate the charges and make a decision regarding whether or not an Honor Code Violation has been committed.

　　d.　The faculty facilitator will record the minutes and forward them to the Administrative Team.

Incomplete (I) Grade Policy and Procedure

- An "Incomplete" (I) grade will be assigned only if a majority of the work for a course has been completed and there is still the opportunity for the student to be successful in the course. The Course Coordinator determines what constitutes the majority of work for a course.
- There must be evidence that the student can successfully complete the course if given an Incomplete grade.
- Students must submit the Petition for Incomplete Grade form to the Course Coordinator no later than the last day of the term as publicized in the FNU academic calendar. The requirements necessary to complete the course and a timeline for the student to complete the coursework must be defined by the student on the Petition for Incomplete Grade form.
- An Incomplete Fee will be charged for each course that is given an Incomplete grade. See the **Tuition and Fees** section of this Catalog for current fees.

- The deadline for finishing the Incomplete coursework is the 30th day of the term following when the Incomplete occurs as publicized in the FNU academic calendar.
- Per the Academic Hiatus policy, students are not permitted to do any coursework, submit any assignments or take any examinations while on AH. Students are strongly encouraged not to begin an AH with an incomplete grade in any of their courses. See **Academic Hiatus Policy**.
- Upon completing the requirements, the Course Coordinator will submit a new grade to the Registrar. The Registrar will then replace the Incomplete grade with an IA, IB, or IF.
- An Incomplete grade may not be removed by re-enrolling in the course.
- An Incomplete grade is a temporary grade that converts to an F if all course requirements are not completed by the incomplete deadline in the next term. All work must be turned in by the incomplete deadline. It is strongly suggested that students turn work in much earlier particularly if it is a type of assignment that allows for feedback and possible revisions. Faculty members are allowed 5 business days to grade any submitted work. On the date of the Incomplete deadline as published in the FNU Catalog, all work is considered final and no further course work from the student will be accepted.
- If a student withdraws from the institution without completing the Incomplete course(s), the grade will be changed to a WF. Under compelling circumstances, the student may petition the Administrative Team for the grade to be a W.

Procedure for Obtaining Permission for an Incomplete (I) Grade
1. Complete the Petition for Incomplete Grade form and submit to the Course Coordinator no later than 5:00 pm EST on the last day of the term. Bridge students still in the Bridge year courses (PC700, N400, N404, N405, N406, N408, N409 and N410) must also submit the Incomplete Grade form to the Bridge Director.
2. The Course Coordinator will grant the Incomplete if the incomplete requirements are met as stated in the course.
3. The Course Coordinator will submit the Incomplete grade to the Registrar, Academic Advisor and Instructional Designer via incompletegrades@frontier.edu with the petition form attached. The student will be copied on this message.
4. If the petition for an incomplete grade is denied because the requirements were not met, the Course Coordinator will send the form to the Registrar, the student, and the Student Advisor.

In-Progress (IP) Grade Policy
- An "In Progress" (IP) grade will be assigned to a clinical course that is in progress but not yet complete in a given term. There must be evidence that the student can successfully complete the clinical course if given an IP grade.
- Students may be granted an IP no later than the last day of the term as publicized in the FNU academic calendar.
- An IP grade to converted to a permanent grade by the last day of the term subsequent to the term in which the student registered for the course.
- Students who have completed all other coursework and are pursuing only the IP grade(s) in a given term (i.e. no other course registration in the term) will be charged a technology fee in the term while they finish the IP. See Tuition and Fees.
- Per the Academic Hiatus policy, students are not permitted to do any coursework, submit any assignments, take any examinations, or participate in clinical while on AH. Students are encouraged not to begin an AH with an In Progress grade in any of their courses. See Academic Hiatus Policy.
- Upon completing the requirements of the clinical course or at the end of the IP period , the RCF will submit a new grade to the Registrar. The Registrar will then replace the IP grade with an A, B, or F.
- An IP grade is a temporary grade that converts to an F if all course requirements are not completed by the end of the IP period. All work must be turned in by the IP deadline. With the support of their RCF, students may petition for extension to an IP grade.
- If a student withdraws from the institution without completing the IP course(s), the grade will be changed to a WF. Under compelling circumstances, for example clinical progression, inability to find site or preceptor, the student may petition the Administrative Team for the grade to be a W.

Individual Academic Work, Study Groups, and Study Buddies
- All Graded Assignments and examinations must represent individual effort. The exceptions to this are explicit in the course instructions.

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

Intellectual Property Policy for FNU Students

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

International Health Experience

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

Learning and Performance Plans

Learning Plans

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

Performance Plans

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

Performance Plans Initiated by Didactic Course Failure

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

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

The Performance Plan process for all situations other than a didactic course failure will be initiated by the Associate Dean (MSN+Companion DNP, including ADN Bridge Entry, and PMC students in didactic coursework), Clinical Director (MSN+Companion DNP and PMC students in clinical coursework), or Program Director (PM-DNP students). A Performance Plan initiated by communication, professionalism, plagiarism, and clinical issues may be initiated at any point in time and is not strictly related to academic success in a course. A Performance Plan will be considered completed when the student successfully meets the objectives set forth in the Performance Plan within the established timeframe as designated in the Performance Plan. Failure to meet the objectives set forth in the Performance Plan within the established timeframe will result in a re-evaluation of the plan, escalation to a second Performance Plan, or review for potential dismissal from FNU. Failure to participate in the process or agree to the terms of a Performance Plan is grounds for review for dismissal from FNU.

Licensure

All students are required to maintain a current and unencumbered RN license while enrolled at FNU. If assignment to a clinical practice site requires that the student practice in another state, then the student is required to meet licensing requirements according to statutes and obtain the appropriate license.

Midwifery and Nurse Practitioner Practice by Frontier Students

Nurse-midwifery and nurse practitioner students may not practice as midwives or nurse practitioners while enrolled at FNU unless they are licensed and certified as a nurse-midwife and or nurse practitioner. Catching a baby is considered the practice of midwifery. Students must not catch a baby because someone suggests they might as well get this experience now and have a head start on what they are going to be doing later even if that someone is a well-intentioned physician or certified nurse-midwife. Students may not continue practicing as a direct entry, licensed, or lay midwife while enrolled in the CNEP. Practicing as a midwife or nurse practitioner could have serious implications for FNU Practicing as a midwife or nurse practitioner while enrolled as a Frontier student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in automatic dismissal from FNU.

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

Nurse practitioner students may not practice in an unlicensed advanced practice role while enrolled in the CFNP or CWHCNP. Nurse practitioner students may not continue practicing as a direct entry, licensed, or lay midwife

while enrolled in the FNU. Practicing as an unlicensed nurse practitioner or as a midwife could have serious implications for the FNU malpractice coverage, and the viability of the FNU. Practicing as an unlicensed advanced practice nurse while enrolled as a Frontier student, except with the direct supervision of the preceptor during the Clinical Practicum, will result in automatic dismissal from FNU. Practicing as a direct entry, licensed, or lay midwife while enrolled as a Frontier student will result in automatic dismissal from FNU.

Name Change

Once a student is enrolled at FNU their name cannot be changed unless legal documentation is provided (marriage license, divorce papers, passport, driver's license, etc.). To request an official name change, please send the Registrar legal documentation of the name change and include the Name Change Fee (see **Tuition and Fees** section for current fee). Once approved, the Registrar will notify the students, faculty and staff that the change has been made in the student's record.

Notification of Rights under FERPA

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

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

On-Site Attendance

There are two or three required trips to the Frontier Nursing University Campus in Hyden, KY for all FNU students. The required trips are as follows:

PM-DNP students
- PM-DNP Bound – occurs at the beginning of the program for orientation to the FNU and lasts three days
- PM-DNP Intensive – occurs at the end of the program where students present their capstone project and lasts two days.

MSN and Post-Master's Certificate students (all students enrolled prior to January 1, 2014).
- Frontier Bound – occurs at the beginning of the program for orientation to the FNU and lasts three days
- Clinical Bound – includes intensive sessions to develop and validate beginning clinical skills in preparation for the Clinical Practicum and lasts five days.
- Crossing the Bridge – In addition, ADN Bridge Entry Option students are required to attend Crossing the Bridge in Hyden after completion of their Bridge year.

MSN + Companion DNP, PMC + Companion DNP and ADN Bridge Entry Option students (students enrolled after January 1, 2014).
- Frontier Bound – occurs at the beginning of the program for orientation to the FNU and lasts three days
- Clinical Bound – includes intensive sessions to develop and validate beginning clinical skills in preparation for the Clinical Practicum and lasts five days.
- Crossing the Bridge – In addition, ADN Bridge Entry Option students are required to attend Crossing the Bridge in Hyden after completion of their Bridge year.

The expectations of an FNU student are similar to the expectations of a practicing certified nurse-midwife or nurse practitioner. The student is expected to be available for certain events that occur outside of the normal work week. The required trips to Campus are special events in the FNU experience and each student is expected to participate fully.

During these campus experiences all students need to attend every day, evening, and weekend class and sessions. The student is responsible for all content, skills, and costs of making up or completing the program objectives if any time is missed. To receive credit for class work missed for any reason, the student must fulfill the objectives by special arrangement with the appropriate faculty and Associate Dean or Clinical Director. If a student knows they will need to miss any campus sessions, the Associate Dean or Clinical Director should be contacted prior the campus visit to discuss the possibility of special arrangements.

Faculty may not act as health care providers when on campus. If a student needs health care, they will be referred to services in the local clinics or the local emergency room.

Pets on Campus

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

Plagiarism Policy and Procedure

Plagiarism is the representation of another person's ideas or writing as one's own. Plagiarism is an infraction of academic integrity prohibited by the FNU Honor Code.

Examples of plagiarism include:
1. Submitting a paper, examination, or assignment written by another.
2. Word-for-word copying (including cutting and pasting) portions of another's writing from the World Wide Web, from hard copy text, from personal communication, without enclosing the copied passage in quotation marks and acknowledging the source in the appropriate APA reference format.
3. The use of a unique term or concept taken from another source without acknowledging that source.
4. The paraphrasing or abbreviated restating of someone else's ideas without acknowledging that person.* Changing a few words in someone else's sentence does not make it your own, even if the reference is provided at the end of the sentence. Either use quotation marks or synthesize the information and write your own completely new sentence with an appropriate citation
5. Falsely citing a reference that was never actually consulted, or making up a citation. Functioning web links in assignments are important for this reason.

6. Falsely reporting data that was never actually collected or which showed contrary results.
7. Unacknowledged multiple authors or collaboration on a project or paper.

Submitting an assignment written by another is a serious breach of the FNU Honor Code Policy. These cases will result in the student being brought forward to the Administrative Team for an Honor Code Violation and the possible convening of an Honor Code Council. This could result in dismissal.

The following procedure for plagiarism focuses on instances involving missing citations or the verbatim copying and pasting of passages into an assignment. In these cases of plagiarism, the following steps are taken:

- First offense: A plagiarism warning letter is issued to the student by course faculty and the student completes a learning plan with his/her advisor.
- Second offense: A plagiarism warning letter is issued to the student by course faculty, and the student meets with his/her Associate Dean for a performance plan.
- Third offense: A plagiarism warning letter is issued to the student by course faculty. The student's Associate Dean is notified, and the student is brought forward to the Administrative Team for an Honor Code Violation and the possible convening of an Honor Code Council. This could result in dismissal.

Prerequisites and Planning for Clinical Bound

Clinical Bound Prerequisites
The prerequisites to attending Clinical Bound are:
- The student must meet all prerequisite health requirements.
- Successful completion of all courses that are prerequisite to Clinical Bound
- Completion of Level I and Level II Course Evaluations
- Completion of Clinical Bound preparatory course readings and assignments.
- Submission of registration materials to the Hyden Campus
- Completion of Pre-Clinical Interview with Regional Clinical Faculty (RCF)
- Certification in Basic Cardiac Life Support (BCLS) offered by either the American Heart Association or Red Cross must be current and remain current throughout the Clinical Practicum for all students. ACLS certification cannot be substituted for BCLS certification.
- Certification in Neonatal Resuscitation offered by the American Academy of Pediatrics and American Heart Association must be current and remain current throughout the Clinical Practicum for nurse-midwifery students
- Student must have an identified clinical site that has been submitted to the Clinical Credentialing Department. This must be accomplished before the registration period in which the student is registering for Clinical Bound courses. Students cannot be registered for Clinical Bound until a site has been identified and submitted to Clinical Credentialing.

Note that successful completion of the Clinical Bound PC course (sequenced first in Clinical Bound schedule) is required before progression to the specialty Clinical Bound courses is allowed. If a student is unable to successfully complete the Clinical Bound PC course, they must withdraw from their specialty Clinical Bound course.

Clinical Bound Planning
All students will have a phone meeting with their Student Advisor two terms before they intend to attend Clinical Bound to discuss their academic progress and the plan to complete all prerequisites prior to the scheduled Clinical Bound. The Advisor reviews progress with the student and sets realistic goals regarding attending Clinical Bound. The student is reminded that the RCF needs to be contacted for a pre-clinical interview prior to attending Clinical Bound. Clinical sites are submitted to credentialing to begin the credentialing process (preferably 6 months before the planned Clinical Bound session).

The student contacts the appropriate RCF as soon as sites are identified to review the clinical plan and to have clinical sites approved and submitted to credentialing by the RCF. The student meets with the RCF up to 3 terms before going to Clinical Bound to get an assigned CB date. The student has to have approved sites before being assigned a specific CB date. If the student needs to change CB dates, the student must send a request letter to the RCF and to the appropriate Associate Dean and Clinical Director for review. It is the student's responsibility to notify their RCF, their preceptor, Credentialing, and the Hyden campus if there is any change to their CB date.

Any physical limitations and/or needed accommodations that may affect a student's full participation in clinical must be discussed with the Associate Dean and Clinical Director prior to Clinical Bound.

Clinical Prerequisites

- The student must meet all prerequisite health requirements and keep Tuberculosis status updated yearly while in clinical.
- Successful completion of all courses that are prerequisite to Clinical Courses.
- Completion of Clinical Bound Course Evaluations.
- Certification in Basic Cardiac Life Support (BCLS) offered by the American Heart Association or Red Cross must be current and remain current throughout the Clinical Practicum for all students. ACLS certification cannot be substituted for BCLS certification. .
- Certification in Neonatal Resuscitation offered by the American Academy of Pediatrics and American Heart Association must be current and remain current throughout the Clinical Practicum for nurse-midwifery students.
- Complete background check.
- Review individual site contracts with credentialing. Each student must meet any additions site specific requirements at the students own expense.
- Have final approval for each clinical site with final approval from RCF before attending first day of clinical.
- Mobile clinical resources are provided by the FNU Library one time only for a subscription period of one year (which begins upon registration of the application).

Probation (formerly Suspension)

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

Professional Conduct

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

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

Registration Policy and Procedure

The registration period for the following term will occur during weeks seven and eight of the current term. All students must meet the following conditions before online registration can be completed:

1. The student must communicate with their Advisor. After this communication occurs, the Advisor will mark the student as eligible to register for the upcoming term.
2. The student must register within the dates of the open registration period. These occur during weeks seven and eight of each term and are announced on the web portal page. The student must have a Self-Service account in order to register **http://selfservice.frontier.edu/** (Students need to sign up only once for their entire academic career).
3. Students must follow their program of study unless prior approval has been obtained from the appropriate Associate Dean (during the didactic period) or Clinical Director (during clinical).
4. Maximum course load for any student is 9 credit hours AND maximum 3 courses. Anything exceeding these criteria must be approved by the appropriate Associate Dean or Clinical Director.

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

Procedure for Online Registration:

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

1. Enter your Frontier username/password and hit the log in button.
2. Click on the Register Tab
3. Click on Traditional Courses
4. Click on the registration period
5. When you first enter your course cart will be empty. Click on "Section Search" to add a course.
6. Enter a course code (without any spaces) in the course code box and click search.
7. Click on ADD to add the course to your course cart
8. A popup will appear. If you need to enter more courses click on view cart, otherwise you can click on Proceed to Registration.
9. Review your course cart. If you would like to add another course, click "Add Section". If you would like to remove a specific course you can click on "Remove" and if you are finished you can click on the "Register" button to proceed to registration.
10. When you have proceeded to registration you have one last chance to look at all of the courses in your course cart. If everything is properly accounted for, click on the Next button.
11. If you have not encountered any errors then congratulations you only need to click on the "Finished" button and you will be enrolled in your courses for the upcoming term.

If you encounter an error message during the finalization process, please contact Technical Support by e-mailing **Support@frontier.edu**.

Students who register after the registration period ends will be charged a Late Registration Fee.

Research
Students who are planning to complete a research requirement and desiring to utilize FNU related data must review the Policies and Procedures Related to Research and complete a research application. These documents are available from the Office of Research.

Safety and Security While on the Hyden Campus
When students are in residence at the Hyden campus, a security officer will be on duty in the Guard House from 10 pm to 6 am. When faculty and students are present, only authorized students, faculty, and staff will gain entrance to the FNU grounds during these hours. Students, faculty, and staff will be required to identify themselves to the security officer upon entering the FNU grounds when the security guard is in attendance. The security officer will notify the city police department immediately of any infraction of the law. All students, faculty, and staff are expected to cooperate with the security officer.

FNU is not liable for students' personal possessions on the school campus. While on the Hyden campus students should take the following actions to protect themselves and their belongings:
1. Do not walk or jog alone.
2. Stay away from isolated areas.
3. Stay near lighted areas.
4. Do not carry large amounts of cash.
5. Do not display expensive jewelry.
6. Keep doors locked when alone and during the night hours.
7. Do not let strangers in any FNU buildings.
8. Lock valuables when not attended.
9. Lock car doors.
10. Report suspicious persons or activities to the security officer.

The Guard House phone number is (859) 899-2699. If students feel threatened in any way, they should call 911 immediately. Report any vandalism or theft to the Site Manager during weekdays.

Pursuant to the provisions of the Federal Crime and Campus Security Act of 1990, the FNU makes crime rates and statistics available as well as security policies and procedures to interested parties. To receive a copy of this information, please contact the Director of Human Resources on campus, (606) 672-2312. As of the date of this publication, no crime has been reported on the FNU school property.

Satisfactory Academic Progress Policy

All students at the Frontier Nursing University (FNU) must make reasonable and timely advancement toward completion of their degree or certificate. This is known as Satisfactory Academic Progress (SAP).

Satisfactory Academic Progress is evaluated from the first courses attended by a matriculated student at FNU, regardless of whether or not the student received financial aid for these courses. In order to be considered making Satisfactory Academic Progress, all students must meet the following criteria:

A. Cumulative Grade Point Average: All students enrolled at FNU must maintain a minimum grade point average of 3.0. Students with less than a 3.0 at the completion of any term will be reported to the Associate Dean by the Registrar. Students will be placed on Academic Warning with a Performance Plan in place. Failure to bring the grade point average to at least 3.0 in the following term will result in dismissal from FNU. Attaining a grade point average of less than 3.0 at the end of a term more than once while enrolled in a program of study will result in dismissal from FNU.

B. Credits Earned Each Term: Each student must satisfactorily complete at least 50 percent of attempted credits for every term of enrollment. Satisfactory completion of a course results in a grade of A or B. Courses with the following grades do not count toward total credits completed: I - Incomplete; W - Withdrawal; IP - In Progress and F - Failed.

C. Cumulative Credits Earned: Starting with the first term of enrollment, matriculated, full-time students must complete a minimum of five (5) credits in each term. Part-time students must complete a minimum of three (3) credits each term. Cumulative Credits Earned is reviewed at the end of each term that the individual student is enrolled.
  - Earned credits, for purposes of this policy, are those in which the student earns a grade of A or B.
  - Course enrollment must be in courses counting toward the student's degree.
  - Courses with the following grades do not count toward total credits completed: I - Incomplete; W - Withdrawal; IP – In Progress and F - Failed. Except for "F," none of these grades are included in the GPA calculation.
  - Repeated Courses: When a student is permitted to repeat a course, both the original and repeat enrollments will be noted on the student's transcript. However, only credit and grade points earned for the most recent grade are counted in computing the grade point average and determining the number of credits successfully completed.
  - Transfer credits may not be used to satisfy credit requirements for meeting this criterion.

D. Complete the degree or certificate within the following maximum time frame:
  - Students enrolled in the MSN + Companion DNP after January 1, 2014 will have a total of 7 years to complete this option. This time frame includes any time out of school such as an Academic Hiatus or Emergency Academic Hiatus.
  - Pre-2014 MSN and post-master's certificate students must complete their degree or certificate within 5½ years. This time frame includes any time out of school such as an Academic Hiatus or Emergency Academic Hiatus.
  - Students in the ADN Bridge Entry Option sequence must complete all Bridge sequence courses within 1 year unless the student has been granted an Academic Hiatus or Emergency Academic Hiatus. After Crossing the Bridge, the MSN must be conferred within 6 years.
  - Students enrolled in the Companion DNP must complete the DNP coursework within two years.
  - PM-DNP students must complete all PM-DNP courses within eight terms. This time frame includes any time out of school such as an Academic Hiatus or Emergency Academic Hiatus.
  - The MSN Completion for CNEP Graduates must be completed within one year of enrollment into the completion program. The time period does not include any approved academic hiatus.
  - The WHCNP Post-Master's Certificate for CNEP Graduates must be completed within six months, not including any academic hiatus.

Warning (formerly Probation)

Students who do not meet the standards of Satisfactory Academic Progress at the end of the term will automatically be placed on warning for the following term. If a student is placed on warning due to an I or IP grade, their Satisfactory Academic Progress will be reassessed once the I or IP grade is replaced with the grade of an A or B. The I or IP grade must be replaced within the time frame stated in the catalog. The warning will be lifted once the grade is replaced and the student has met SAP.

Probation (formerly Suspension)

At the end of the warning period term, students must again be making Satisfactory Academic Progress as outlined above or the student will be placed on probation and brought to the Administrative Team for consideration for dismissal.

Financial Aid Implications

To be eligible for financial aid from federal, state, and most FNU funding a student must be making Satisfactory Academic Progress as defined in this policy. Note that the federal government limits the total amount of aid that any student is eligible to borrow during their enrollment in higher education. This policy does not address that limit as it changes periodically. Check with the Financial Aid Director for more information.

Students on warning are eligible to receive financial aid during the one term warning period. At the end of the warning period, students must be making Satisfactory Academic Progress as outlined above or the student will be placed on probation with financial aid being terminated. The student will be brought to the Administrative Team for consideration for dismissal. Students will be removed from warning or probation if they are again making Satisfactory Academic Progress.

Appeals

Students who fail to meet Satisfactory Academic Progress standards and placed on probation, losing their financial aid eligibility can appeal this decision. The appeal must be made in writing and should be accompanied by appropriate supporting documentation. Appeals should be submitted to the Financial Aid Office. Acceptable reasons for appeal might include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student's control. Appeals will be brought to the Administrative Team for action. Decisions will be communicated to the student within 14 days of the time the appeal was submitted.

Satisfactory Academic Progress Policy for Students Enrolled for January 2014 Winter Term in the MSN + Companion DNP, including Bridge classes 108 and higher

All students at the Frontier Nursing University (FNU) must make reasonable and timely advancement toward completion of their degree or certificate. This is known as Satisfactory Academic Progress (SAP).

Satisfactory Academic Progress is evaluated from the first courses attended by a matriculated student at FNU, regardless of whether or not the student received financial aid for these courses. In order to be considered making Satisfactory Academic Progress, all students must meet the following criteria:

A. Cumulative Grade Point Average: All students enrolled at FNU must maintain a minimum grade point average of 3.0. Students with less than a 3.0 at the completion of any term will be reported to the Associate Dean by the Registrar. Students will be placed on Academic Warning with a Performance Plan in place. Failure to bring the grade point average to at least 3.0 in the following term will result in dismissal from FNU. Attaining a grade point average of less than 3.0 at the end of a term more than once while enrolled in a program of study will result in dismissal from FNU.

B. Satisfactory completion of a course results in a grade of A or B. Courses with the following grades do not count toward total credits completed: I - Incomplete; W - Withdrawal; IP - In Progress and F - Failed.

C. Cumulative Credits Earned: Starting with the first term of enrollment, matriculated students must complete a minimum of three (3) credits in each term. Earned credits, for purposes of this policy, are those in which the student earns a grade of A or B.
- Course enrollment must be in courses counting toward the student's degree.
- Courses with the following grades do not count toward total credits completed: I - Incomplete; W - Withdrawal; IP – In Progress and F - Failed. Except for "F," none of these grades are included in the GPA calculation.
- Repeated Courses: When a student is permitted to repeat a course, both the original and repeat enrollments will be noted on the student's transcript. However, only credit and grade points earned for the most recent grade are counted in computing the grade point average and determining the number of credits successfully completed.
- Transfer credits will be used to satisfy credit requirements for meeting this criterion. Transfer credits will be counted as both hours attempted and hours completed.

D. Complete the degree or certificate within the following maximum time frame:
- Students enrolled in the MSN + Companion DNP must complete by the following maximum time frame:

- ❑ CWHNP – 179% - Students must maintain a cumulative completion rate equal to or exceeding 56% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.
- ❑ CFNP – 186% - Students must maintain a cumulative completion rate equal to or exceeding 54% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.
- ❑ CNEP – 193% - Students must maintain a cumulative completion rate equal to or exceeding 52% of the credits attempted. Transfer credits should be calculated as attempted and successfully completed.
- Students completing the ADN Bridge Entry Option must complete the Bridge year at the following maximum time frame:
  - ❑ CFNP – 150% - Students must maintain a cumulative completion rate equal to or exceeding 67% of the credits attempted.
  - ❑ CNEP – 150% - Students must maintain a cumulative completion rate equal to or exceeding 67% of the credits attempted.

SAP (Satisfactory Academic Progress) Calculation Example:

Course Code	Course Name	Term	Credits	Grade
PC700	Communication and Intro to Schol. Writing	Summer 2015	3	T
PC701	Principles of Health Promotion	Summer 2015	3	A
PC702	Epidemiology & Biostats	Fall 2015	3	A
NP700	The Role of the Nurse Practitioner	Fall 2015	3	A
PC703	Evidence Based Practice	Fall 2015	3	W
PC705	Advanced Pathophysiology	Fall 2015	3	A
PC706	Advanced Physical Assessment	Winter 2016	3	I
PC707	Advanced Pharmacology Across the Lifespan	Winter 2016	3	A

Attempted Credits	24	
Successfully Completed	18	*W, I or IP grades are not counted as successfully completed courses; I and IP grades are counted as successful only after they have been converted to a passing grade.*
SAP Percentage	18 /24 = 75%	

Degree Completion
Students are expected to earn their degree within the parameters of Satisfactory Academic Progress in order to maintain federal financial aid eligibility. For further information, please review the **Degree Completion Policy**.

Warning
Students who do not meet the standards of Satisfactory Academic Progress at the end of the term will automatically be placed on warning for the following term. If a student is placed on warning due to an I or IP

grade, their Satisfactory Academic Progress will be reassessed once the I or IP grade is replaced with the grade of an A or B. The I or IP grade must be replaced within the time frame stated in the catalog. The warning will be lifted once the grade is replaced and the student has met SAP.

Probation
At the end of the warning period term, students must again be making Satisfactory Academic Progress as outlined above or the student will be placed on probation and brought to the Administrative Team for consideration for dismissal.

Financial Aid Implications
To be eligible for financial aid from federal, state, and most FNU funding a student must be making Satisfactory Academic Progress as defined in this policy. Note that the federal government limits the total amount of aid that any student is eligible to borrow during their enrollment in higher education. This policy does not address that limit as it changes periodically. Check with the Financial Aid Director for more information.

Students on warning are eligible to receive financial aid during the one term warning period. At the end of the warning period, students must be making Satisfactory Academic Progress as outlined above or the student will be placed on probation with financial aid being terminated. The student will be brought to the Administrative Team for consideration for dismissal. Students will be removed from warning or probation if they are again making Satisfactory Academic Progress.

Appeals
Students who fail to meet Satisfactory Academic Progress standards and placed on probation, losing their financial aid eligibility can appeal this decision. The appeal must be made in writing and should be accompanied by appropriate supporting documentation. Appeals should be submitted to the Financial Aid Office. Acceptable reasons for appeal might include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student's control. Appeals will be brought to the Administrative Team for action. Decisions will be communicated to the student within 14 days of the time the appeal was submitted.

Student Attendance at the Beginning of the Term
At the beginning of every term, student attendance will be verified in each course. The Course Coordinator will post a thread in the course forum named Roll Call. Every student is required to respond to the Roll Call during the first forty-eight (48) hours of the term (by midnight of the second calendar day of the term). This is the final step in course registration. Students who do not respond to the Roll Call thread will void their registration and automatically be dropped from the course. Students who are dropped from all courses for which they are registered will be withdrawn from the FNU. Students who request to re-enroll in a course after failing to respond to roll call will be charged a course re-enrollment fee. See the **Tuition and Fees** section of this Catalog for current fees.

Student Loan Deferments
Student Loan Deferments are processed by the Registrar's office. Please allow a five (5) business day turnaround time for the completion of paperwork. Please note it is the student's responsibility to ensure that lender/s receive the completed paperwork and to ensure that their status is current with all lenders.

Transcript Requests
The permanent academic record of all students enrolled at Frontier Nursing University and all alumni is maintained in the Office of the Registrar. Transcripts are available from the Registrar only upon student or alumnus written and signed request. No transcript will be provided for any student who has outstanding financial obligations to the FNU. Requests for transcripts can be made online and the request will be completed once payment has been made:

https://frontierschool.wufoo.com/forms/official-transcript-request-form/

The current fee for transcripts can be found in the **Tuition and Fees** section of the FNU catalog.

Transfer between Full-time and Part-time Options for students enrolled prior to Winter 2014

Students must declare full-time or part-time status upon entry to the FNU. ADN Bridge Entry Option students in Classes 114 and 117 complete a designated program during their Bridge year and have the option to change to choose between Plan A or Plan B during the Crossing the Bridge session. Students have the opportunity to change from full-time to part-time or part-time to full-time only once (for Bridge students, a change during Crossing the Bridge session is not counted). This change must occur prior to the start of the fifth term (i.e., during the first year) of study in the specialty track. Changes after this time will be considered only for extreme and unexpected situations.

Students should review the **Tuition and Fees** section of the FNU Catalog for the financial implications of changing between the full-time and part-time options.

Procedure
1. The student will first meet with their advisor to discuss a change full-time to part-time or part-time to full-time. After meeting with their advisors students can petition to transfer by sending the Advisor the **Program Status Change Form** via e-mail. The request to transfer must be submitted no later than the registration period for the following term. The Advisor will approve the form and return to the student, Director of Financial Aid and the Accounting Department.
2. The student will then meet with the Director of Financial Aid to determine any implications this has on their financial aid.
3. The student will also meet with the Accounting Department so they clearly understand their new payment schedule.
4. The Sharepoint status change will require approvals from Advisor, Director of Financial Aid and Accounting Department) to the Clinical Director. If approved, the Associate Dean will develop new program of study, sign the form and send it to the Registrar.
5. The Registrar reviews and signs the form, makes changes in the Student Management System, and sends the completed form to the student, Financial Aid Director, and the Accounting Department as confirmation of the change. If the student has not received the signed form from the Registrar within two weeks of submitting the request, the student should contact their Associate Dean immediately.
6. The Accounting Department will send the student a new payment schedule. The Financial Aid Director will send the student a new award letter if needed.
7. A fee is charged if the transfer occurs more than two weeks after Frontier Bound or Crossing the Bridge.

Transfer between Plan A and Plan B Program Plan Options For Students Enrolled Starting Winter 2014

Students must choose either Plan A or Plan B upon entry to FNU. All ADN Bridge Entry Option students complete a designated program during their Bridge year and have the option to change to choose between Plan A or Plan B during the Crossing the Bridge session.

The the timelines for completion of the program plans are based on the total number of credits completed over the course of 4 terms (1 year). Students that complete the number of credits as outlined on the program plans can be expected to finish the MSN within the designated timeline. The total number of credits needed to be completed per year to stay on the designated timeline is outlined below:

Year One:
Plan A - CWHNP-30 credits, CNEP 36 credits, CFNP 33 credits
Plan B - CWHNP- 24 credits, CNEP 24 credits, and CFNP 24 credits

Year Two:
Plan A - CWHNP-25 credits, CNEP 28 credits, CFNP 28 credits (MSN conferred)
Plan B - CWHNP-24 credits, CNEP 24 credits, CFNP 24 credits

Year Three:
Plan A - CWHNP- 17 credits, CNEP 17 credits, CFNP 17 credits (Companion DNP conferred)

Plan B - CWHNP- 19 credits, CNEP 19 credits, and CFNP 19 credits (MSN conferred)

Year Four:
Plan B 14 credits (Companion DNP conferred)
The Advisor will monitor student progress at each registration period. If the student is falling off their program plan and will not be able to maintain her/his current plan the Advisor will notify the Associate Dean. The Associate Dean will meet with the student and discuss options and revise the program of plan accordingly.
Students should review the **Tuition and Fees** section of the FNU Catalog for the financial information regarding changing between the Plan A and Plan B program plans.

Procedure
1. The student will first meet with his/her Advisor to discuss a change in his/her program plan. The Advisor will notify the Associate Dean of the need to develop a new program plan.

Transfer from One Specialty Track to Another

Students may request a track change between departments after completing the role course in the track originally entered. In order to be considered for the track change, the student must be in good academic standing and must have a final grade in the role course. All requests for changing tracks between departments must be submitted and fees paid by the last day of registration (end of week 8) in the term before the student begins the new curriculum.

Students may request a track change within a department at any time.

ADN Bridge Entry Option students will confirm their intended track at Crossing. Any track changes that occur after Crossing will adhere to the established policy for changing tracks between departments or within a department.

Procedure
1. Complete the role course in original admission track.
2. Discuss possible change of track with Advisor.
3. Request interviews with current and prospective Associate Deans to discuss and explain reasons for requesting a track change between departments. Student must have the approval of both Associate Deans in order to proceed with the change of track between departments. Students changing tracks within a single department only need approval from their current Associate Dean.
4. Complete Status Change Form/ Track Change Between departments and remit payment of the administrative fee before end of registration period (end of week 8) in the term before the new Program of Study begins.
5. Associate Dean for the student's new track will set up the new Program of Study with the student.

Transfer from a Specialty Track in one Department to a Specialty Track in another Department

Students must declare a specialty track when they apply for acceptance to a program of study (POS) at FNU. Students have the opportunity to apply to change specialty tracks after being admitted to FNU. Students are not guaranteed admission into the other specialty track. The student may continue in the current POS while the application for change is processed, however they may not register for any specialty track courses in the POS into which they are applying. If currently enrolled at FNU when applying for a change in specialty track, the student must be in good academic standing in order to be considered.

Procedure
1. The student will make an appointment and discuss the proposed change in specialty track with the current Associate Dean to determine if changing specialty tracks is a good option.
2. The student will then complete an application to transfer to a new specialty track in another department.
3. If currently enrolled at FNU when applying for a change in specialty track, the student must be in good academic standing in order to be considered.
4. The Admissions Committee will evaluate the application for the next available class in that specialty.
5. If admitted the student will be notified by the Admissions Coordinator.

Withdrawal from a Course

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

Process for Withdrawal from a Course:
1. Meet with the advisor to discuss any options
2. Complete the **course withdrawal form**.
3. Submit course withdrawal form to advisor, course coordinator of affected course, registrar and Associate Dean.
4. Meet with Advisor and Associate Dean to revise program of study.

The number of courses from which a student can withdraw (outside of an approved Emergency Academic Hiatus) is three. Withdrawal from a fourth course will result in review by the Administrative Team for possible dismissal. Students who need to withdraw from all courses in a term after the beginning of a term must request an Emergency Academic Hiatus (see **Emergency Academic Hiatus** policy). A student who withdraws from a course

at any time in the term or for any reason after the add/ drop period, will be charged full tuition for a course retake when they re-enroll in the course.

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

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

A student may withdraw from a specific course only one time and may have access to a course a maximum of two times. Access to a course is defined as 1) completion of a course (regardless of grade) or 2) a course withdrawal. Dropping a course during the add/drop period is not considered "course access." This means, however, that if a student withdraws from a course, re-enrolls, and then fails the course, the student will be unable to complete the course and may be dismissed from the University. Exceptions to this policy must be considered only for extreme circumstances beyond the student's control and will be approved by the Administrative Team at the request of the student's Associate Dean.

The assignment of grades for course withdrawals is as follows:

Before Eight Weeks (or 56 calendar days) into the Term
Students may withdraw from a course for any reason up to the 56th calendar day of the term. Students must consult with their Advisor, complete the Course Withdrawal form, and send it via email to the Registrar by midnight of the 56th calendar day of the term. The Course Coordinator and the student's Advisor should be copied on this email. Students who withdraw before the 56th calendar day of the term shall receive a grade of "W." The withdrawal date is the date on the e-mail sent to the Registrar with the Course Withdrawal form attached.
Withdrawal from a course that is a co-requisite for other courses in which the student is concurrently enrolled will necessitate the formation of a signed Performance Plan. The Performance Plan will include the requirement that the co-requisite course be successfully completed in the subsequent term.
The withdrawal policy does not apply to Clinical Bound courses (PC714, NM711, NP711, and WH711). For these courses, withdrawal may only occur before starting the coursework for the given course on campus. Exceptions will be considered in circumstances that qualify for Emergency Academic Hiatus and with supporting documentation.

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

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

Other unusual or very special cases will be considered on their merit by the Administrative Team at the request of the student's Associate Dean.

All "serious and compelling "situations require the appropriate documentation. Documentation may include: verification of accident or illness (such as a letter from the treating provider or copies of medical bills), a letter from a licensed counselor, death certificate, or other appropriate documentation.

The following situations DO NOT fall under the intent of "serious and compelling":
● Grade anticipated in class is not sufficiently high, or student is doing failing work (including plagiarism)
● Failure to access online courses, complete assignments, or take an exam
● Dissatisfaction with the course material, instructional method, or instructor
● Course is harder than expected
● Pressure of other courses, employment, and/or participation in other activities
● A change of specialty track
● Lack of awareness of the withdrawal process or procedures

Students must file a petition with their Associate Dean for each course, stating their serious and compelling reasons for withdrawal with appropriate documentation included. Petitions shall be approved by the student's Associate Dean. Upon approval, the Associate Dean will submit the petition and the grade of "W" to the Registrar with a copy to the student's Advisor and the Course Coordinator for that course. The petition will be placed in the student's file.

When a student withdraws from a course, they must pay for the course again if and when they re-enroll in that course.
A student may withdraw from a specific course only one time. Exceptions to this policy will be considered only for extreme circumstances beyond the student's control and will be approved by the Administrative Team at the request of the student's Associate Dean.

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

Withdrawal from FNU

A student may decide to withdraw from FNU at any time. This decision should be discussed with the appropriate Associate Dean to explore alternative options. Once the final decision
has been made, a letter or e-mail shall be sent to the FNU Registrar in Hyden, Kentucky with copies to the Dean, the Associate Dean, the Student Advisor, the Regional Clinical
Faculty, and the Clinical Preceptor. The date of the withdrawal will be determined by the postmark on the envelope of a written withdrawal request, the sent date of a withdrawal
request transmitted by e-mail, or a later date specified by the student.

Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates Policy and Procedure

The purpose of the Women's Health Care Nurse Practitioner (WHCNP) Post-Master's Certificate for CNEP Graduates is to provide additional supervised clinical experience in women's health care and primary health care for CNEP graduates who wish to become certified as WHCNPs by the National Certification Council. CNEP graduates from Class 30 and higher take WH639 Advanced Clinical Practicum in Women's Health Care, which requires 60 hours of primary care and 120 hours of women's health care supervised clinical experience. CNEP graduates prior to Class 30 take N599 Advanced Clinical Practicum in Women's Health Care, which requires 90 hours of primary care and 90 hours of women's health care supervised clinical experience.

The procedure for CNEP graduates completing the WHCNP post-master's certificate is as follows:
1. Once the application, tuition, and fees are received, the Registrar notifies the Clinical Director of the student's name, address, e-mail, phone, and proposed preceptor site if known.
2. The appropriate Clinical Director notifies the student's Regional Clinical Faculty (RCF).
3. The RCF contacts the potential student and discusses site possibilities.
   Sites may include, but are not limited to:
   ○ Birth centers

- ○ Community health centers
- ○ Public health departments
- ○ Family practice offices
- ○ Internal medicine offices
- ○ Planned Parenthood

Preceptors for this course may include licensed/certified health professionals of the following types:
- ○ Nurse-midwives
- ○ Nurse practitioners
- ○ Allopathic physicians (MDs)
- ○ Osteopathic physicians (DOs)

Limitations:
- ○ During the N599 or WH639 course, the total amount of time that a student can spend with a physician is 72 hours of the 180 total clinical hours performed. An emergency room is not considered an appropriate primary care experience. Other limitations apply (see the clinical limitations listed in the **Clinical Practicum Policies for MSN and post-master's Certificate**)

4. If this is a site new to the FNU, a site Affiliation Agreement is developed, with the help of the Clinical Credentialing Coordinator, and the RCF conducts a pre-clinical site visit.
5. The student begins clinical.
6. The student and preceptor complete WH639/N599 Developmental Assessment Tool (DAT) weekly including daily log of hours specifying the category of care given (women's health or primary care).
7. The student contacts the RCF every two (2) weeks to discuss clinical progress.
8. The RCF contacts the preceptor every two (2) weeks to discuss clinical progress.
9. The student sends DATs and logs to the RCF monthly.
10. The student must complete WH639/N599 within six (6) months of starting the course.
11. Upon successful completion of DATs and the required hours of supervised clinical experience, the RCF awards the clinical grade for the course.
12. The RCF notifies the Clinical Director and the Clinical Credentialing Coordinator of the student's completion of the course and the appropriate allocation of the preceptor payment among the preceptor(s) used.
13. The Clinical Credentialing Coordinator notifies the Accounting Department of allocation of preceptor payments and the Accounting Department sends payment to preceptor(s).
14. The Associate Dean of Midwifery and Women's Health awards the WHCNP certificate and may be sent the National Certification Corporation forms to complete so that the graduate may take the certification examination.

Clinical Practicum Policies for MSN and Post-Master's Certificate

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

Checklist for Beginning the Clinical Practicum

The complete timeline for preparing for Clinical Bound can be found in the Clinical Bound 101 Course in Canvas. The timeline and course in Canvas contain the most accurate and up-to-date requirements.

Prior to beginning the Clinical Practicum students should:
- Contact their Regional Clinical Faculty (RCF) to discuss clinical site preparation and requirements prior to completing and submitting the **Clinical Site Approval Form**.
- Submit **Clinical Site Approval Form** to RCF (note that students with no submitted clinical sites will be ineligible to register for or attend Clinical Bound. Sites must be submitted before the registration period in which the students register for Clinical Bound Courses. The RCF will assign a Clinical Bound date once student has at least one approved clinical site)
- Be sure they have a current RN license for all states where clinical will take place.
- Obtain necessary immunizations for clinical site(s).
- Review the Clinical Practicum Policies in the FNU Catalog.
- Contact preceptor to finalize arrangements for clinical.
- Arrange a pre-clinical orientation meeting with preceptor before or after Clinical Bound.
- Discuss with preceptor the credentialing process that may be required at the site and/or hospital. Credentialing can be a lengthy process, so this should be started early. Potential clinical sites must be credentialed before the students can begin clinical experiences at the site.
- Schedule the Transition to Clinical Interview with RCF prior to attending Clinical Bound. Complete necessary forms and upload to RCF before scheduled interview.
- Certification in Basic Cardiac Life Support (BCLS) offered by either the American Heart Association or Red Cross must be current and remain current throughout the Clinical Practicum for all students. ACLS is not a substitute.
- Obtain current neonatal resuscitation certification (nurse-midwifery students only).
- Confirm completion of the Affiliation Agreement and Pre-Clinical Site Visit with the credentialing.
- Bring their iPad or iPod Touch to clinical bound and have reviewed and completed necessary electronic clinical reporting requirements tutorial per instructions from the Clinical Bound 101 website.

To be eligible to attend Clinical Bound, students must have completed all prerequisite courses and submitted at least one clinical site for credentialing. Submission of a minimum of one clinical site must be completed prior to the registration period in which the student is registering for Clinical Bound courses.. If no clinical sites are submitted for credentialing, the student will not be allowed to register for or attend Clinical Bound.

For Nurse-Midwife students:
- Confirm current certification in fetal monitoring skills throughout your clinical practicum. We define current certification as completion – of an AWHONN Fetal Monitoring Course, Post-Test, or Assessment Exam within 12 months preceding your anticipated clinical practicum end date (nurse-midwifery students only).
- Clinical site(s) must include hospital birth experience. We also recommend (but do not require) out of hospital birth experience in an approved home birth practice or a birth center accredited by the Commission for the Accreditation of Birth Centers (CABC). Your clinical plan needs to be approved by your RCF in coordination with the Clinical Director

Background Check Policy and Procedure

All FNU students are required to have a background check prior to starting their clinical practicum. For most students this can be accomplished by following the procedure that is located in the Clinical Bound 101 course in Canvas. This should be done within six (6) weeks prior to attending clinical bound. If this is done too far in advance, the student will be re-required to complete an additional background check. Occasionally, a clinical site

will require a specific type of background check. If this is the case, the student will be notified of this with instructions as soon as the FNU Clinical Credentialing Coordinator is made aware through the contract review process.

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

Clinical Challenge

The Clinical Challenge is available to certified and licensed nurse practitioners, nurse-midwives, or physician assistants who:
● Currently practice in their area of certification.
● Complete the required clinical experiences, which will be assigned on an individual basis.
● Demonstrate competency in the required area(s).

The clinical challenge applies to the following courses: NM712, NP712, and WH712. All FNU students must complete a minimum of 540 clinical hours. The hours required will be calculated by the student's Clinical Director or Associate Dean. Students may challenge a maximum of three (3) clinical credits. Students may challenge a maximum of six (6) credits total, including both academic and clinical courses during their entire program. Intrapartum clinical experiences may not be challenged.

The following criteria must be met:
● Agreement between the student's preceptor and the Student's RCF that competency has been achieved in the area(s) being challenged. Competency shall mean consistent achievement of terminal objectives.
● The academic coursework pertaining to the clinical area(s) being challenged must be completed with coursework submitted and examinations taken prior to the completion of the Clinical Challenge.

When the above criteria have been met, no further clinical experiences are required in the area(s) being challenged. Further clinical experiences in the challenged areas may, however, be required by the clinical site for reasons of continuity of care.

Clinical Experience Requirements for MSN and Post-Master's Certificates (PMC)

During the clinical experience a student is expected to master the clinical skills necessary to become a safe beginning level nurse-midwife or nurse practitioner. To achieve this goal, most students will be in clinical for 6-9 months. FNU students must complete a minimum number of clinical hours, a minimum number of calendar weeks in which clinical is done, minimum requirements for clinical experiences in all areas of practice as evidenced by completion of required clinical visits and a signed declaration of safety, and the RCF's final approval. The FNU minimum clinical experience for MSN students is 675 clinical hours and sixteen (16) weeks of clinical. The FNU minimum clinical experience for post-master's students is 540 clinical hours with a successful challenge of three (3) clinical credits and sixteen (16) weeks of clinical. These minimum clinical requirements apply to all specialty tracks. FNU students are encouraged to plan two to three terms in clinical. This allows time for coursework and adequate time to integrate didactic work and clinical skills. The marriage of practice and theory is the hallmark of the FNU Clinical Practicum in advanced practice nursing.

The requirements and limitations for clinical experiences in all areas of practice for each specialty track are listed below by category. All clinical students need to meet with their RCF to discuss how to meet their clinical requirements and maximize their learning experience. RCFs may impose limitations on hours, types of experiences, etc. at their discretion. Any disagreements regarding the plan may be forwarded to the Clinical Director for resolution. Students who were on a performance plan during the program need to meet with the Clinical Director prior to Clinical Bound in order to outline their personalized clinical plan.

Some of these categories overlap, but a single visit may not count for more than two categories. When observing patient care during the orientation process in a preceptor site, students may count this time toward the clinical hour requirement. Patient visits cannot be counted toward required clinical experiences if they are only observed with the exception of four births for nurse-midwifery students. Students may count four hours toward the clinical hour requirement for attending a Case Day. Students may count six hours, rather than four for attending, toward the clinical hour requirement for presenting at an in-person Case Day. For virtual case days: clinical students in

attendance count actual hours in the meeting, and presenters count actual attendance hours plus two (2) hours' time for preparation time. Students may count a maximum of two Case Days toward the clinical hour requirement (not to exceed 10 hours total). Students may count attendance at staff meetings in the clinical site toward the clinical hour requirement (not to exceed four hours total). Students may count up to four hours toward the clinical hour requirement for attending a professional organization meeting. Students may count a maximum of two professional organization meetings toward the clinical hour requirement. Students may not count continuing education programs or review courses toward the clinical hour requirement. The absolute maximum non-direct patient care clinical hours that may be recorded is 18 hours.

Any student who will not be in clinical for more than two weeks must inform the RCF and the Clinical Director. Students who are out of clinical for 3-4 weeks must contact the Clinical Director to discuss the possibility of an Academic Hiatus.

Nurse-Midwifery Required Clinical Experiences
Maximum number of clinic/office hours per week: 32 dependent upon call schedule.
Please meet with your RCF to discuss any proposed exceptions.
- 10 preconception care visits
- 30 new antepartum visits
- 140 return antepartum visits
- 40 labor management experiences
- 40 births (including 4 observations, at least 5 continuity clients, at least 5 without epidurals)
- 40 newborn assessments
- 20 breastfeeding support visits
- 40 postpartum visits (2 hours to 14 days)
- 30 postpartum visits (2 to 8 weeks)
- 40 common health problems
- 30 family planning visits
- 35 non-postpartum gynecologic visits
- 15 perimenopausal/postmenopausal visits

Women's Health Care Nurse Practitioner Required Clinical Experiences
Maximum number of clinic/office hours per day: 9
Maximum number of clinic/office hours per week: 40
Please meet with your RCF to discuss any proposed exceptions.
- 30 new antepartum visits
- 120 return antepartum visits
- 25 postpartum visits (< 8 wks)
- 300 gynecologic care visits
- 25 post/perimenopausal visits
- 100 primary care visits

Family Nurse Practitioner Required Clinical Experiences
Maximum number of clinic/office hours per day: 9
Maximum number of clinic/office hours per week: 40
Please meet with your RCF to discuss any proposed exceptions.
- 5 Newborn exams
- 15 two weeks to 5 years well exams
- 15 two weeks to 5 years episodic exams
- 15 six to 12 years well exams
- 15 six to 12 years episodic exams
- 5 13 to 19 years well exams
- 5 13 to 19 years episodic exams
- 300 Adult episodic or wellness care
- 50 Speculum/bi-manual exams
- 150 Client visits for chronic illness care
- 10 New antepartum
- 30 Return antepartum

Insertion and Removal of Subdermal Contraceptive Implant (Nexplanon ®/Implanon ®)

Students may insert and remove subdermal contraceptive implants under the direct supervision of their preceptor (trained in this procedure) if they meet the following conditions:

1.   Completion of the manufacturer's mandatory training by the student.
2.   Copy of the training certificate has been included in the student's credentialing documents.

Students are not required to become certified in this procedure as part of the FNU credentialing process. The training certificate may be submitted at any time, but is REQUIRED before any insertion/removal is performed. Any deviation from this policy will result in the student being referred to the Student Review Committee.

Clinical Experience Requirements for Post-Master's Doctor of Nursing Practice (PM-DNP)

Regardless of the type of capstone project proposed, practicum hours must reflect movement from entering proficiency at an advanced practice nurse to expertise in the selected capstone area. Practicum hours include guided experiences in leadership, program planning and development of expertise in the chosen capstone topic. During the 360 contact hours in the practicum, the student builds and broadens experience and leadership in the selected topic of the capstone. The practicum provides an opportunity for deep learning in the change process, synthesizing evidence, and planning for implementation of evidence into practice. Practicum activities are NOT a restudy in basic APRN skills and practicum hours do not include time spent on assignments for any other coursework. The purpose of the practicum is to grow in nursing leadership and the development of expertise in the capstone area.

Clinical Experience Requirements for the Companion Doctor of Nursing Practice

Once the MSN or PMC has been conferred the companion DNP clinical experiences may occur in a variety of settings such as private offices, clinics, outpatient settings, hospitals. The setting should be selected based on the student's clinical and project needs. The student will work with the DNP advisor to select the appropriate site. The clinical experience will:
1.   Provide an opportunity for students to evaluate and improve the practice/system.
2.   Continue to develop expertise in an area of practice.
3.   Seek experiences to improve skills to practice autonomously.

Clinical Problem Resolution

The FNU has a well-defined clinical problem resolution pathway available to students and preceptors. The tools in the problem resolution process are the Problem Identification Sheet, the Learning Plan, and the Performance Plan. It is vitally important that the Regional Clinical Faculty (RCF) be involved from the beginning of the problem identification process. It is also vital that the Daily and Monthly Developmental Assessment Tools (DDATs and MDATs) reflect the preceptor's and/or the student's concerns. A student must continue to be present for clinical while the process of problem resolution takes place unless specifically suspended from clinical. Any student who fails to be present for a clinical session, without the express written permission of the RCF, may be suspended from the FNU.

In the event that either the preceptor or the RCF has determined that appropriate student progress is not occurring, or that appropriate supervision cannot take place within the current site, a student may be required to relocate to a site designated by the Clinical Director. Such relocation will be at the student's expense and is not optional. In order to graduate, students must be able to fulfill the clinical requirements of the FNU and demonstrate safe and competent care within the Core Competencies of the American College of Nurse-Midwives (ACNM) or the National Organization of Nurse Practitioner Faculties (NONPF).

Clinical Site Changes

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

Clinical Site Requirements Prior to Beginning the Clinical Practicum

Each student will have chosen a clinical site and will have obtained site approval from the RCF prior to registration for Clinical Bound.

After the site has accepted the student, an Affiliation Agreement must be completed between FNU and the clinical site. Part of that process includes a Pre-Clinical Site Visit by the Regional Clinical Faculty (RCF) to the site. No student may begin his or her clinical experience until the FNU receives a signed Affiliation Agreement, the preceptor has been fully credentialed, and the Pre-Clinical Site Visit has been made. The student must be cleared by Clinical Credentialing and receive final approval to attend a clinical site by the RCF. Each student must meet both FNU and individual site requirements as determined by the contract between FNU and the site. Starting clinical prior to the completion of site and/or preceptor credentialing is considered grounds for immediate dismissal. The Clinical Credentialing staff is located in the Lexington office. Agreements should be directed to the Clinical Credentialing office in conjunction with the RCF.

Students that desire to use out of hospital clinical sites during the clinical practicum should discuss this plan with their Regional Clinical Faculty. Birth centers must meet FNU credentialing criteria and be nationally accredited by the Commission for Accreditation of Birth Centers (CABC) to be eligible for use during the clinical practicum. Home birth sites may be utilized for clinical practicum if all FNU credentialing requirements are met including malpractice insurance. Home birth sites that provide home VBAC, twin birth or breech birth are not eligible and may not be used for any portion of the clinical practicum by FNU students. Home birth practices must be reviewed and approved by the Clinical Director prior to the clinical practicum. FNU students cannot function in the capacity of birth assistant at births that occur in the student's clinical site. All labors and births in the clinical experience must be attended by the CNM, student and a third person acting in the role of birth assistant.

The Clinical Site Visit

The Regional Clinical Faculty (RCF) evaluates student performance during the Clinical Site Visit. During the Clinical Site Visit, the student must be able to demonstrate to the preceptor(s) and the RCF an appropriate understanding of the didactic knowledge and its application in the student's area of specialty. The student should also be able to demonstrate the ability to safely care for clients whose clinical characteristics fall outside the parameters of normal using the management process.

At the time of the Clinical Site Visit, CNEP students will be asked to present an intrapartum case for the RCF. CFNP students will be asked to present a primary care case. CWHCNP students will be asked to present a primary care case related to women's health. Cases must demonstrate critical thinking to the RCF.

This is an excellent opportunity for the student to get feedback on the preparation of case studies and critical thinking.

The Clinical Site Visit is also an additional opportunity for the RCF to get to know the clinical site and to see the clinical opportunities available to students. The Clinical Site Visit will include another review of the site's practice guidelines/protocols so that the RCF may accurately assess the student's documentation. The RCF observes the student while providing care and meets with the preceptor(s) to review any questions or concerns.

There is usually one Clinical Site Visit for each student. Additional Clinical Site Visits may be made depending on the student and/or site needs. Both students and preceptors will have an opportunity to provide a written evaluation of the Clinical Site Visit. The FNU welcomes suggestions for the continued improvement of our work.

Clinical Supervision

Preceptors should adjust their level of supervision to the level of the student's development. The preceptor can refer to the FNU preceptor training course or obtain guidance from the RCF for help in this area.

Nurse-midwifery Students

- Nurse-midwifery students must have in-the-room supervision for all births and all suturing. As the student becomes more advanced this may only entail the preceptor's quiet presence in a corner of the room, but the preceptor's presence is required.
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- When there is no opportunity in a community for CNM supervision of students for experiences such as gynecologic or newborn care, a nurse-midwifery student may be precepted by a nurse practitioner, provided an Affiliation Agreement is in place.
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- Physicians cannot supervise a nurse-midwifery student for labors and births. These experiences must be supervised by the CNM preceptor.
-
- With the preceptor's knowledge and approval, a nurse-midwifery student may obtain additional clinical experiences and/or suturing experience with a physician, provided the physician is a member of the preceptor's practice and an Affiliation Agreement is in place. These experiences may or may not count toward the required number of patient visits and should be discussed with the student's RCF.

Nurse Practitioner Students

- Nurse practitioner students will generally be allowed to use no more than three separate clinical sites for their direct clinical experiences. Clinical observation may be arranged for specialty sites but will not count towards the nurse practitioner student's total clinical hours and must be approved by credentialing, RCF, and Clinical Director.
- Nurse practitioner students should not spend more than 20% of their clinical experience with a physician preceptor. Clinical experiences that are supervised by a physician will be counted towards the required number of patient visits for the nurse practitioner student.
    - Emergency room (ER) /fast track experience may be considered for use as a clinical site upon approval of the RCF but can only be used for 20% of the clinical hours.
    - Note that the student may not exceed a total 30% of clinical hours with an MD AND in the Emergency room (ER) /fast. The student must choose 20% with one and 10% with the other.
    - It is highly recommended that students complete and demonstrate competency in primary care rotations before use of ER time.
- Nurse practitioner students must have in-the-room supervision for all suturing.
- Client encounters for WHNP students are to be limited to female clients with the exception of male partners being evaluated/treated for sexually transmitted infections.

Completion of Clinical for MSN and PMC Nurse-Midwifery Students

When the primary preceptor determines that the student is functioning as a safe beginning-level nurse-midwife, the preceptor will sign the Declaration of Safety (DOS) and return it to the Registrar. The DOS is the declaration by the clinical preceptor that the student is a safe beginning-level practitioner in the skills delineated in the Core Competencies of the American College of Nurse- Midwives. Timing of signing the DOS is at the preceptor's discretion. Signing the DOS does not necessarily signify the end of the Clinical Practicum. If the DOS is signed before the student completes all required clinical hours or experiences, the student will still be required to complete the CNEP requirements for clinical hours and experiences.

When the student has completed all clinical hours and experiences and all of the required documentation has been received by the Regional Clinical Faculty (RCF), the RCF will submit the final clinical grades for the student.

The clinical grades reflect the evaluation of the student's clinical work by the RCF and the student's preceptor(s). These are pass/fail grades. The RCF will submit the student's final clinical grades when the RCF has received the following items from the student, appropriately co-signed by the preceptor:

- All of the Daily Developmental assessment Tools
- The final Stage 4 Monthly Developmental assessment Tool
- Completed Clinical Numbers
- Clinical Hours Timesheet documentation at a minimum 675 hours (or 540 for those challenging a clinical course)
- Satisfactory site visit
- Signed Declaration of Safety (DOS)
- Grades in all didactic clinical courses

The student's evaluation of the clinical site(s) and preceptor(s) is sent to the Clinical Credentialing office in Lexington. The student's evaluation of the RCF is sent to the Clinical Director.

Completion of Clinical for MSN and PMC Nurse Practitioner Students

When the primary preceptor determines that the student is functioning at a safe beginning-level nurse practitioner, the preceptor will sign the Declaration of Safety (DOS) and return it to the Registrar. The DOS is the declaration by the clinical preceptor that the student is a safe beginning-level practitioner in the skills delineated in the Core Competencies of the National Organization of Nurse Practitioner Faculties. Timing of signing the DOS is at the preceptor's discretion. Signing the DOS does not necessarily signify the end of the Clinical Practicum. If the DOS is signed before the student completes all required clinical hours or experiences, the student will still be required to complete the CFNP or CWHCNP requirements for clinical hours and experiences.
When the student has completed all clinical hours and experiences and all of the required documentation has been received by the Regional Clinical Faculty (RCF), the RCF will submit the final clinical grades for the student. The clinical grades reflect the evaluation of the student's clinical work by the RCF and the student's preceptor(s). These grades are based on the course rubrics. The RCF will submit the student's final clinical grades when the RCF has received the following items from the student, appropriately co-signed by the preceptor:

- All of the Daily Developmental Assessment Tools
- The final Stage 4 Monthly Developmental Assessment Tool
- Completed Clinical Numbers
- Clinical Hours Timesheet documenting at a minimum 675 hours (or 540 hours for those challenging a clinical course)
- Satisfactory site visit
- Signed Declaration of Safety (DOS)
- Grades in all didactic clinical courses
- Evaluation of clinical site(s), preceptor(s), and RCF have been submitted

The student's evaluation of the clinical site(s) and preceptor(s) is sent to the Clinical Credentialing office in Lexington. The student's evaluation of the RCF is sent to the Clinical Director.

Completion of clinical for Post-Master's Doctor of Nursing Practice (PM-DNP)

Students in the PM-DNP Program must complete 360 clinical hours. The hours and activities during the clinical are documented in the clinical log. Completion of the clinical hours and logs for the PM-DNP program are approved by the DNP Clinical Director.

Completion of clinical for the Doctor of Nursing Practice (MSN + Companion DNP) and (PMC + Companion DNP)

Students in the MSN + Companion DNP or PMC + Companion DNP program will complete 360 clinical hours during the DNP portion of the MSN + Companion DNP or PMC + Companion DNP program. Clinical logs and activities must be approved by the preceptor and specialty Clinical director.

Developmental Assessment Tools

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

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

Limitations During Clinical

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

Students must not perform the following advanced practice procedures even if they have previously performed these skills:
1. Vacuum-assisted deliveries
2. Ultrasound
3. Colposcopy
4. Repair of fourth degree perineal lacerations
5. Circumcisions
6. First assisting at cesarean section or other major surgery
7. Suturing of facial or hand lacerations
8. Any procedure that requires advanced or specialized training that has not been undertaken as part of the FNU program.

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

An FNU student cannot be present at out of hospital Vaginal Birth after Caesarean (VBAC) unless it is at a CABC accredited birth center with approval for VBAC. FNU students cannot be present at an out of hospital birth for multiple gestation or breech birth.

FNU Observational Experiences Outside of the Clinical Practicum

While a FNU student, a clearly defined observational experience of any clinician requires that the Credentialing Process for Observational Experiences form be completed through the credentialing office. Student participation in care of clients beyond an observational role is limited to the clinical practicum courses and requires full site, preceptor, and student credentialing.

Malpractice Coverage

FNU will provide student malpractice insurance to students during the clinical practicum.

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

- Obtain clinical experiences at any site unless the site has an Affiliation Agreement with the FNU and a Pre-Clinical Site Visit has been made. If the student or preceptor has any questions about whether these requirements have been met, the Clinical Credentialing Coordinator may be contacted.
- Participate in clinical care as a student in any setting, in other than a clearly defined observational role, with anyone who does not have malpractice insurance and an Affiliation Agreement with the FNU. For example, the student may care for laboring women in a hospital with a CNM who has an Affiliation Agreement with the FNU and malpractice insurance for that hospital setting. The student may not attend home births with that CNM if the CNM does not have malpractice insurance for the home birth portion of her practice.
- Work as a nurse, nurse-midwife, or nurse practitioner in the same unit, office, or clinic where the student is in clinical as an FNU student. There is an obvious challenge to the student in terms of role transition and this blending of roles puts the FNU at risk in terms of liability.
- Work in any capacity requiring client care in a birth center or home birth practice while a student is having clinical experience in that practice.

Important: *Once a student has completed all graduation requirements, he/she is no longer covered by FNU's liability insurance. No further clinical experiences may be obtained as an FNU student.*

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

Clinical Reporting Requirements

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

Every day in clinical:
- Log all patients. Minimum requirements are demographic data; patient diagnosis; major procedures; new meds prescribed.
- At the end of the day, complete the daily evaluation tool with your preceptor. You show your preceptor your log of the day and she fills out the evaluation, signs and then submits.
- Log in your time on the time log.

Every week during clinical (if you spent at least one day in the clinic setting):
- Complete and submit necessary soap notes for your RCF. Do 2 soap notes for each type of visit you will do in the month.
- Complete the Student self-evaluation/Reflection and submit.
- Every month during clinical:
- At the beginning of the month, submit a copy of your clinical schedule to your RCF. If you have to miss clinical for any reason, call to notify your preceptor and email your RCF.
- Have your preceptor complete the MDAT. Submit MDAT to your RCF.
- CNEP students need to complete 5 CCSR forms (Continuity Client Summary Reports) sometime during the practicum.

At the end of each clinical experience, have your preceptor sign a summary of hours and patient numbers. Submit the scanned documents to your RCF.

Pre-clinical Orientation Meeting with Preceptor

Before beginning the Clinical Practicum, the student should schedule a pre-clinical orientation meeting with the preceptor(s). During this conference the student and preceptor(s) will want to discuss the following:
1. The student's background, skills (developmental level as reviewed at Clinical Bound), and areas identified as needing special attention. The student gives the preceptor a copy of the Professional Experience and Learning Needs Profile that was completed for Clinical Bound.
2. The student's learning style and ways that they have successfully learned in the past.
3. The preceptor's preferred learning style and the precepting style that will be used in the initial days of clinical. The preceptor should be encouraged to complete the Learning Styles Inventory.

4. The need for an orientation period. Students need to observe the clinic and other appropriate clinical areas to get a feel for the workings of the setting. The length of this orientation will vary depending on the student's familiarity with the setting. Even if the site is familiar to the student, the role will be different and the student will benefit from a period of time to observe and reflect on this new role.
5. Dress requirements in this practice. Students are required to wear their FNU picture IDs at all times.
6. The mechanism by which the student should communicate with the preceptor should illness or emergency necessitate a missed clinical day.
7. The practice guidelines/protocols for the nurse-midwifery or nurse practitioner service. If possible, each student should receive a copy of the practice guidelines/protocols.
8. The student's clinical schedule and the needs of the site. This should include a review of the requirements during the Clinical Practicum. The preceptor should review the student's Clinical Practicum timeline at this meeting.
9. The beginning clinical assignment should be discussed. CNEP students are encouraged to begin their clinical experience in antepartum or women's health with one preceptor. CFNP students may begin clinical in women's health, pediatrics, or family practice. CWHCNP students may begin their clinical in obstetrics, gynecology, or primary care. The length of time each student needs to feel comfortable in the new role will vary greatly. It is up to the student and preceptor, with the RCF as a resource, to design the clinical experience that best meets individual needs.
10. The preceptor should clarify the expectations regarding physician and other consultations. Any special considerations in dealing with hospital, office, or clinic personnel or with clients, and any expectations for attendance at staff meetings case review, grand rounds, or other department functions should be discussed.
11. Any concerns that either the student or preceptor may have regarding the clinical experience.
12. Timely completion of the Daily and Monthly Developmental Assessment Tools (DATs) each day. The student and preceptor should formulate a workable schedule so that the daily DATs can be completed and discussed immediately following each clinical session and the monthly DATs each month.
13. Communication with the Regional Clinical Faculty (RCF). The student should remind the preceptor that the RCF will be contacting the preceptor every month and the student every 2 weeks. Discuss the importance of regular communication between the RCF and preceptor and the importance of this in the student's educational process.

Professional Attributes and Behaviors Expected of Students during the Clinical Practicum

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

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

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

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

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

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

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

Appearance: Students are expected to wear professional attire that is congruent with the practice setting and to be well groomed at all times. Students are required to wear their FNU picture IDs at all times. The only jewelry

items that may be worn in the clinical setting are a watch, a wedding band, and small earrings (maximum two per ear). Other visible body piercing will not be allowed in the clinical area.

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

Adapted from the University of Michigan Nurse-Midwifery Program

Regular and Timely Communication with the RCF

During the Clinical Practicum, the Regional Clinical Faculty (RCF) is the student's academic and clinical advisor. The RCF is available as needed and will communicate with the student and preceptor at least twice each month. These contacts must be prearranged and adhered to by mutual agreement between the student and the RCF. Professional behavior is expected and the student is required to be accessible for or initiate phone contact and must return calls as the RCF requests. RCFs are clinicians who generally work for the FNU part-time and may not be available instantly. If an issue becomes urgent and the RCF is unavailable, the student should contact the Clinical Director.

Risk Management and Incident Report Procedure

- Call the student's Clinical Director within 24 hours. If the student's Clinical Director is not available the student or preceptor should contact the Dean. The student or preceptor may also discuss the incident with the student's Regional Clinical Faculty (RCF). Do not write any description of the incident or refer to the incident in an e-mail or forum message.
- Complete the Incident Report Form. This form is given out at Clinical Bound and may be copied by the student or it may be downloaded from FNU website. Statements on the Incident Report should be strictly factual and all information in the Incident Report should also be available in the chart.
- When the Incident Report Form is completed, send it via US mail to the Clinical Director. The Clinical Director will forward it after review to the Risk Manager for the Frontier Nursing Service.
- The student should not discuss the incident with other students or faculty. Students are further advised to avoid making statements while in a highly emotional state. The student is encouraged to seek the advice of the Clinical Director or RCF as early as possible.
- An incident may not be discussed on the Banyan Tree or in private e-mail at any time. Reporting or discussing any incident, other than in the incident report, must occur by telephone.
- If the student or preceptor has a question about whether an incident merits reporting, it is better to contact the Clinical Director.

Time Frame for Beginning the Clinical Practicum after Clinical Bound

It is important for student learning that clinical skills taught at Clinical Bound be used shortly thereafter in the clinical site. If students anticipate requesting an Academic Hiatus (AH) around the time of attending Clinical Bound, the appropriate timing for the AH is prior to attending Clinical Bound. It is expected that students will begin their clinical experience within two weeks of returning from Clinical Bound. If there is a delay of greater than 16 weeks before beginning the clinical experience, students will be required to repeat the Clinical Bound experience.

Working During the Clinical Practicum

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

When working as a nurse or advanced practice nurse in any setting, it is the student's responsibility to practice within the scope of the current nursing license. A student must not assume any additional responsibilities based on the additional advanced knowledge gained from FNU study. This includes any advanced practice nursing or

midwifery practice that is not part of the student Clinical Practicum (see **Midwifery and Nurse Practitioner Practice by Frontier Students**).

International Clinical Sites

Due to regulatory, credentialing, workload and financial considerations students are strongly encouraged to complete all clinical requirements within the United States. Any student with compelling reasons to complete clinical experiences outside the United States must first petition and obtain written approval of the clinical plan from the appropriate Clinical Director and Associate Dean. The Clinical Director and Associate Dean will make the final decision regarding individualized plans based on regulatory, credentialing, workload and financial considerations. FNU reserves the right to decline any international clinical site. In the event that an international clinical site is approved, the student will be responsible for paying the cost of air travel for any clinical site visits required by the school.

FNU has an International Health subcommittee which offered an international clinical experience for selected students and faculty in Guatemala and Haiti during 2006-2011. This program is no longer being offered through Frontier.

Banyan Tree Policies

Banyan Tree User Agreement

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

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

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

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

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

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

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

- **System Integrity.** You agree to not use any software, scheme or device to interfere or attempt to interfere with the proper working of the Banyan Tree site. You agree not to disclose or share your password with any third parties or use your password for any unauthorized purpose. You agree to take reasonable precautions against the inadvertent disclosure of your password, including those suggested in the Banyan Tree 101 (BT101) materials. Finally, you agree to use the Banyan Tree site only for authorized purposes. The only purpose for which the Banyan Tree is authorized for use is the furtherance

of the education of the students of FNU and the providing of educational services by FNU, all in accordance with the polices of FNU. Any use of the Banyan Tree contrary to policies of FNU is prohibited.

- **Copyright and Use of Materials.** The information and materials on this web site are protected under United States copyright laws and worldwide copyright laws and treaty provisions and are owned by FNU or other third parties. You may download a copy of any of the materials on this site for personal, non-commercial use, provided you do not delete or change any copyright or trademark notice. You must obtain the permission of FNU, and in some cases, other third parties, to make any other use of the materials. In no case may you create any kind of hyperlink to or framing of this site without the prior written consent of FNU.

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

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

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

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

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

- **Compliance with FNU Rules and Regulations and all Laws.** When using this site, you agree to comply with all FNU rules and regulations as set forth in the FNU Catalog and, in addition, you agree to comply with all applicable laws, statutes, ordinances and regulations regarding your use of this site [and any purchase or sale of goods and/or services through this site].
- **Notices.** If you want to send us a notice in relation to this Agreement, you must send it by e-mail to the following address: **support@frontier.edu**. We may notify you by sending notice to your e-mail address or

by mailing you notice by U.S. mail return receipt requested to our most current mailing address that we have for you. You agree that any notices sent by e-mail will be deemed delivered and received 72 hours after being sent. You agree that any notices sent by U.S. mail as provided in this paragraph will be deemed delivered and received three days after the date of mailing.

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

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

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

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

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

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

  - **No "Spamming," Advertisements Or Chain Letters.** You agree that you will not use, or allow others to use, your account to post, transmit, promote, or facilitate the distribution of any unsolicited advertising (including but not limited to mass or bulk e-mail), promotional materials or other forms of solicitation to other individuals or entities. You will not post or transmit to persons

not personally known to you requests for money, petitions for signature, chain letters or letters relating to pyramid schemes. Except as specifically permitted by this site, you will not post or transmit any advertising, promotional materials or any other form of solicitation. We reserve the right, in our sole discretion, to determine whether such post or transmission constitutes an advertisement, promotional material or any other form of solicitation.

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

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

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

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

FNU Right to Remove

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

Banyan Tree Privacy Policy

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

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

INFORMATION COLLECTED

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

USE OF INFORMATION

In general, we will only use the information you provide to us for the purpose of confirming your identity to allow access to restricted parts of the web site and to contact and communicate with you, and to allow faculty and other students contact and communicate with you, in connection with the educational courses and other educational offerings we make available through the Banyan Tree. [We also track use, anonymously, of the various components of the web site and the use of various materials that we have posted, so we can determine the usefulness of that

feature or posted item.] We do not sell any of the information provided to us through the Banyan Tree to outside third parties and do not otherwise provide it to third parties.

USE OF IP ADDRESSES

We use your IP Address to contact you, as noted above, and to help diagnose problems with our server, and to administer and maintain our web site.

USE OF COOKIES

When you view our web site, we might store some information on your computer. This information will be in the form of a "cookie" or similar file. Cookies are small pieces of information stored on your hard drive, not on our site. Cookies do not spy on you or otherwise invade your privacy, and they cannot invade your hard drive and steal information. Rather, they help you navigate our web site as easily as possible. We use cookies to prevent you from having to reenter all your registration data at each connection.

SECURITY

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

PUBLIC FORUMS

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

E-MAIL

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

OTHER WEB SITES LINKS

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

CORRECT UPDATE

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

E-mail the information to update
support@frontier.edu

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

NO OPT OUT

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

Contacting us:

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

Banyan Tree Access

The Banyan Tree is accessible to FNU faculty, staff, preceptors, students, independent contractors, and administration. Each group has differing access to different parts of the Tree.
- Alumni and preceptors have general user access, including e-mail

Banyan Tree Portal Page

The purpose of the Banyan Tree Portal Page is to convey important information to the FNU community.

Chain Letters

Forwarding chain letters to other Banyan Tree users is strongly discouraged because the Banyan Tree is designed primarily for FNU business and for professional communication among nurse-midwives and nurse-practitioners. Many people also feel chain letters are an abuse of privacy.

Checking E-mail

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

Computer Access On-Campus

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

In addition desktop workstations are located in the library. These systems are Internet connected and include Microsoft Office, Acrobat reader, Skype and other common software applications. Students wishing to access Canvas, or other on-line systems will need to remember to bring their credentials to campus, as the public computers will not have their password stored as on their personal machines.

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

File Attachment Standards

All courses require students to submit work electronically. Because the faculty receive many of the same assignments a file naming format is established for all student submissions. The file naming standard is as follows:

Student's Full Name, Class Number, and Assignment Name, (For example, JaneDoe-PC600-Assign2.DOCX).
- Because the instructor receives many of the same assignments. If assignments are named the same, it is confusing.
- Files with the same name can cause overwriting (deleting) of existing files. This could result in one student's assignment being overwritten by another student's work.

File format standard: All Microsoft Word files are saved in DOCX format. All students and faculty are required to use Microsoft Office 2007, or above, which can natively read and write this format. Using a DOCX file format removes the burden of having to manually save the file in a readable format and fully supports all formatting, notations and embedding of the Office Suite.

Liability, Honor Code, and Privacy

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

Office Correspondence

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

Printing from the Computers

Access to the vast resources of the Internet is provided via the computers in the library and computer lab. The fee for printing is$.05 per page. Fees should be paid to the secretary prior to leaving the FNU.

Technical Support

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

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

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

Tuition and Fees

The policies in this section apply to all students, unless it is specified in the title of a policy that it only applies to either Per-Credit Students or Fixed-Term-Billing Students:
- ***Per-Credit Students –*** those who either enrolled in the FNU after January 1, 2014 or made changes in their Programs of Study after January 1, 2014
- ***Fixed-Term-Billing Students*** – those who were enrolled in the FNU prior to January 1, 2014 and who have not changed their Program of Study after January 1, 2014 unless it is.

Tuition rates may change at any time deemed necessary by the FNU Board of Directors.

The Frontier Nursing University is a non-profit. Tuition and fees are maintained at lower levels through gifts of alumni, foundations, corporations, and friends of the Frontier.

Per the FNU Satisfactory Academic Progress Policy, full-time students must complete a minimum of five (5) credits in every term and part-time students must complete a minimum of three (3) credits every term.

Tuition Policy and Plan for Per-Credit Students

The tuition billing for each term is a calculated as the rate per credit hour multiplied by the number of credits registered. Tuition is currently set at the following rates:
- $520 per credit for enrollment in the MSN + Companion DNP and PMC + Companion DNP programs

- $550 per credit for enrollment In the PM-DNP Program

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

Total Program Costs under Per-Credit Hour Billing

Specialty	Degree	# of Credits	Total Cost
Nurse-Midwifery (CNEP)			
	MSN	64	$33,280
	Companion DNP	17	$8,840
	Total Cost for MSN + Companion DNP	81	$42,120
Family Nurse Practitioner (CFNP)			
	MSN	61	$31,720
	Companion DNP	17	$8,840
	Total Cost for MSN + Companion DNP	78	$40,560
Women's Health Care Nurse Practitioner (WHCNP)			
	MSN	59	$30,680
	MSN + Companion DNP	17	$8,840
	Total Cost for MSN + Companion DNP	76	$39,520
Bridge CNEP			
	Bridge Year	24	$12,480
	MSN	61	$31,720
	Companion DNP	17	$8,840
	Total Cost for ADN Bridge Entry Option	102	$53,040
Bridge CFNP			
	Bridge Year	24	$12,480
	MSN	58	$30,160

Companion DNP	17	$8,840
Total Cost for ADN Bridge Entry Option	99	$51,480

Post-Master's DNP

DNP	33	$18,150

Tuition Policy and Plan for Fixed-Term-Billing Students

The tuition payment each term is a flat rate based on the total program cost divided by the number of terms in each specialty track; therefore changes in registration do not affect each term's tuition cost. Fixed-term billing only applies to pre-2014 students. Tuition is currently set at the following rates:

- $495 per credit for full-time students
- $535 per credit for part- time students, MSN completion students, CNEP graduates completing the WHCNP post-master's certificate, and non- matriculating students.
- $550 per credit for students enrolled in the PM-DNP Program.

The tuition plan for Fixed-Term-Billing Students is designed to allow students to pay a portion of their full tuition bill in each term. This payment plan also supports the FNU's ongoing operations. Tuition is divided into equal payments based on the total number of credits a student needs to complete for their chosen program of study and the total number of terms allotted for completion. The number of terms for each program of study is computed based on the total number of credits divided by the average expected credits completed per term. Full-time students are expected to complete an average of 7-8 credits each term, and part-time students are expected to complete an average of 5-6 credits per term. All PM-DNP students are considered full-time students. Please note that this is an average and students will complete more or less credits in some terms than in others. Depending on the total number of credits students must complete, the tuition is divided into equal payments. Once a student registers and pays for a term, refunds will be given only in accordance with the Tuition Refund Policy.

Please note that the PM-DNP program is a cohort model to be completed on a full-time program of study.

If a student who is a Fixed-Term Billing student changes their program of study due to academic hiatus, program change, or any other status change, a billing adjustment may be posted to their account. This adjustment is the amount necessary to adjust the total billings prior to the requested status change to the amount that would have been billed under the current per credit hour billing rate. All future terms for the student will be billed under per-credit-hour billing and all policies for "Per Credit Students" listed in this catalog will apply.

- **Example 1:**
  A student has been billed $14,800 to date and has taken 28 credit hours. The current billing rate is $520 per credit-hour. The adjustment would be 28 hours times $520 minus $14,800 = $240 credit to the student's account. This would offset billed amounts for the current term.

- **Example 2:**
  A student has been billed $14,800 to date and has taken 30 credit hours. The current billing rate is $520 per credit-hour. The adjustment would be 30 hours times $520 minus $14,800 = $800 charge to the student's account. This would need to be paid in addition to the amounts billed for the current term.

If a fixed-term-billing student accelerates their program of study and finishes in fewer than the expected number of terms, they must pay the balance of their total cost of tuition prior to graduation. They will not be charged the technology fee for terms in which they were not enrolled. For example: Student is enrolled in MSN CNEP and finishes in eight terms instead of nine. The student must pay tuition for the extra term prior to graduation. A student expecting to graduate early should contact Student Accounts and Financial Aid to work out a revised payment schedule for their remaining terms of study.
The following tuition rates will apply for each program.

Payment Plan per Program

Program	Number of Credits	Program Length in Number of Terms	Total Cost	Payment Per Term	Payment Per Each Added Term
MSN CNEP Full-Time	66	9	$32,670	$3,630	$1,350
MSN CNEP Part-Time	66	12	$35,310	$2,943	$1,350
MSN CFNP Full-Time	57	8	$28,215	$3,527	$1,350
MSN CFNP Part-Time	57	11	$30,495	$2,772	$1,350
MSN CWHCNP Full-Time	53	7	$26,235	$3,748	$1,350
MSN CWHCNP Part-Time	53	10	$28,355	$2,836	$1,350
Bridge Entry Option Classes 60 and higher	20	4	$9,900	$2,475	No added Terms
PM-DNP Program	33	5	$18,150	$3,630	$1,350

Bridge Classes 60 and higher:

Bridge students take six credits of the Bridge sequence in each of the first three terms. In the fourth term, they must take both the final two credits of the Bridge sequence and two credits of their specialty courses. Bridge students pay for all Bridge credits in the first four terms. They start payments for their specialty track in the first term of their second year.

Fees and Variable Expenses for all students

All Fees are subject to change without notice

Application Fee* *(non-refundable)*	$100
Non-Matriculating Application Fee* *(non-refundable)*	$50
Application Fee for FNU Alumni* *(non-refundable)*	$50
Banyan Tree 101 (BT101) Course* *(non-refundable)*	$100
Frontier/Bridge Bound Fee* *(If Student registers for Frontier/Bridge Bound but does not attend, they will receive a $375 refund of the Frontier/Bridge Bound Fee.)*	$575
Clinical Bound Fee *(room and board)*	$65 / night**
Clinical Bound Lab Fee	$200

Crossing the Bridge Fee	$65 / night**
Course Re-Enrollment Fee*	$50 / course
PM-DNP Bound Fee* *(If Student registers for PM-DNP Bound but does not attend, they will receive a $375 refund of the PM-DNP Bound Fee.)*	$575
PM-DNP Intensive Fee	$65 / night**
Graduation Fee	$150
Incomplete Fee (*Didactic Courses Only)*	$50 / course
Daily Campus fee for students staying off-campus*	$25 / day
Preceptor Fee for WHCNP Post-Master's for CNEP Graduates*	$500
Technology Fee	$250 / per term
Added Term (Fixed-Term-Billing Students only)	$1,350 / term
Course Transfer*	$100 / course
Comprehensive Review Course Re-take fee*	$150
Diploma Replacement, PM-DNP or DNP*	$40
Diploma Replacement, MSN or PMC*	$30
Return From Academic Hiatus*	$150
Transcript Fee*	$10 / transcript
Transfer Between Full-Time and Part-Time Options*	$100
Transfer from One Specialty Track to Another Fee*	$100
Tuition Late Payment*	$150
Late Registration Fee*	$50
Name Change Fee*	$100
Meals *(for care providers staying off-campus)**	$25 / day
Accommodations (shared room with student and meals) for care providers of	$65 /

breastfeeding infant*	night**
Transcription Fee *(payable if student uses transportation provided by FNU to and/or from the Lexington airport and Hyden campus)**	$75

All fees must be paid by the deadline specified on the tuition statement. The only fee that applies to the NM/WHNP/NP645 Comprehensive Final Review Course (0-0) is the Comprehensive Review Course Retake Fee ($150)

Fees that can be covered by financial aid include: Clinical Bound, Crossing the Bridge, PM- DNP Intensive, Clinical Bound Lab , Graduation, Added term and Technology fees
All tuition and fees are subject to change without notice.
* These fees cannot be paid with financial aid funds.
**Please note that upon registration for on-campus events, accommodations will have been made for your requested stay. Once students have registered, the nightly fee is non-refundable.

Estimated Variable Expenses

Computer and software	$2,000
Internet access	$70 / month
Textbooks	$2,500
Travel *(Frontier Bound, Bridge Bound, Clinical Bound, PM-DNP Bound, PM-DNP Intensive, AABC Workshop and Crossing the Bridge)*	$600 per trip

Added Term Fee

If a fixed-term-billing student takes longer than the expected number of terms to complete their program of study, they will pay the Added Term Fee for additional terms in the program. This policy applies if a student needs to register for new courses in a term. If a student is completing only courses in which they have incomplete (I) or in progress (IP) grades, they will not be charged the Added Term Fee.

The exception to this rule is for students in the PM-DNP program. The PM-DNP program is designed to be completed in five terms. If for any reason a student does not complete the program in five terms, they may, through formal request to the PM-DNP Clinical Director, be allowed to take one extra term to complete their program of study. The student will be given an incomplete in any courses not completed and will be required to pay an added term fee plus the technology fee.

AABC "How to Start a Birth Center" Workshop

All CNEP students attend the "How to Start a Birth Center" workshop offered by the American Association of Birth Centers (AABC) as a program requirement. CNEP students must attend the workshop prior to graduation from the MSN or Post-Master's certificate portion of the program. FNU covers the registration fee for CNEP students and will only pay for one workshop registration per student. If a student does not attend a workshop for which they are registered, or fails to cancel their registration in time for FNU to avoid being charged, they will be responsible for the fee for the workshop they do attend. Students are responsible for all other costs (materials, AABC membership, travel, etc.) excluding the registration fee.

Late Payment Fee

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

Probation Due to Non-Payment Policy

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

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

Tuition Discount for FNU Preceptors

CNMs and NPs who have served as preceptors for FNU students within the past 2 years may receive a 10% discount on tuition for individual courses taken as a non-matriculating student (taking courses but not seeking a degree) and WH639 or N99 for CNEP graduates to receive a WHCNP post-master's certificate at the FNU.

Preceptors will be informed of this discount by a message at the bottom of the preceptor invoice. The discount will be valid on course enrollment that occurs within 24 months of the date of the invoice.

Preceptors need to include a copy of this invoice with their application in order to receive the 10% discount.

Tuition Extensions

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

Tuition Policies Related to Academic Hiatus

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

Example:
> Student takes an AH on the 18th day of a 75 day term. The student's financial responsibility will be 24% (18 / 75 = 24%) of tuition and applicable fees. FNU is eligible to retain 24% of funds received to pay for tuition and applicable fees. The remaining 76% of funds received are classified as unearned and will be refunded to the proper source. This may be the student or may be a lender/funder as appropriate. If a student takes an AH on or after the 46th day of a term, the student will be responsible for 100% of all charges for that term.

Tuition and Fee Payments and Return From Academic Hiatus

All students must return from an AH at the beginning of a term. When the student returns from an AH, they will be converted to a per credit hour billing student and invoiced a re-entry fee. The re-entry fee cannot be paid using financial aid. Because any monetary credit for the term in which the AH occurred will have been refunded to the student or the lender as appropriate, there will be no prior credit counted toward future tuition. Please see the following section for more information.

Tuition for Repeating a Course

If a student must repeat a course for any reason (such as hiatus, withdrawing or failing), the student must repay for the entire course at the current rate of tuition. If the student is a term billing student, this payment will be in addition to their regular term tuition payment. If the student is a per-credit-hour billing student, the repeated

course is billed on a per-credit-hour basis along with any other courses registered. Students should contact Financial Aid regarding eligibility of financial aid for repeats.

Tuition Rate for Non-Matriculating Students

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

Tuition Refund and Return of Title IV Funds Policy– Withdraw from FNU

The completion of registration contractually obligates the student and the student's benefactors to pay all of the student's tuition and fees for the entire term. However, FNU has established a withdrawal and refund policy so that the School and the student may share the loss equitably when it is necessary for the student to withdraw from FNU. FNU has adopted the federal refund calculation so that all tuition charged to a student's account is directly proportional to the percent of enrollment period attended. Refunds are based on the percentage of time that a student is enrolled up to 60% of the enrollment period. The enrollment period is always one (1) term. The date of the withdrawal from FNU will be determined by the postmark on the envelope of a written withdrawal request, the sent date of a withdrawal request transmitted by e-mail, or a later date specified by the student. A withdrawal fee will be deducted from each refund that is administered. There are no refunds for fees.

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

Example:

Student withdrawals from FNU on the 18th day of a 75 day term. The student's financial responsibility will be 24% (18/75 = 24%) of tuition and applicable fees. FNU is eligible to retain 24% of funds received to pay for tuition and applicable fees. The remaining 76% of funds received are classified as unearned and will be refunded to the proper fund source. This may be the student or may be a lender/funder as appropriate. If the student withdrawal after the 46th day of the term, the student will be responsible for 100% of all charges for that term.

Based on the above calculation, federal funds may not cover all unpaid institutional charges and may have the effect of requiring the student to repay funds that have been disbursed to them. It is recommended students speak with their Financial Aid Officer prior to withdrawing from FNU.
Students who receive scholarships and/or financial aid of any kind will have their aid packages recalculated based on the same proportion as above, in accordance with the Higher Education Amendments of 1998, public law 105-244. Details can be found in the Federal Student Handbook available in the Office of Financial Aid.

Students have a right to appeal decisions regarding financial transactions. The process begins with the Student Account Specialist in the Accounting Department.

After a student has been enrolled for more than 60% of the total calendar days in the term, they will be past the timeframe to be refunded and will be charged for 100% of that term's tuition.

Tuition Policy Regarding Re-entry after Withdrawal

A student entering the FNU after having withdrawn must complete the full application process and will be considered as a new applicant. Courses previously taken at FNU will be considered for transfer; however no transfer fees will be assessed. If admitted, the student will be charged tuition for the credit hours remaining to be completed at the current tuition rate per credit hour. If the student was a fixed-term billing student at the time of withdrawal an adjustment will be calculated to adjust the total billings prior to withdrawal to the amount that would have been billed under per-credit-hour billing. Returning students should consult the Registrar to understand what payments will be due. Timelines and end dates for completion will be adjusted accordingly. Curriculum changes during the time the student was away may necessitate enrollment in new courses.

Tuition Statements
Tuition Statements are made available to students approximately two weeks after the registration period is over. These statements will include all charges for the Term. Students will be notified by the Student Accounts with information about how to access the statements through the student portal. No paper statements are mailed.

Requesting Documentation from Student Billing Office
If you need a verification of payment from the student billing office, please send a written request via email stating the term (Ex. Spring 2013), the course number(s) and the term the class was completed. You will receive the documentation via email within 5 business days of making the request.

Financial Aid

Additional information about FNU Financial Aid is available at: **http://www.frontier.edu/financial-aid**.

Federal Unsubsidized Stafford Loan
The Federal Unsubsidized Stafford Loan is not a need-based loan and currently has a fixed interest rate of 6.21%. Students are responsible for the interest from the day the loan is disbursed. Although students may request that the interest on the Federal Unsubsidized Stafford Loan be deferred while enrolled in school and during the six-month grace period, FNU strongly recommends that students make interest payments. Students will find their monthly payments greatly reduced if interest payments are made while enrolled. Principal and interest payments on this loan must be made beginning six months after the student ceases enrollment at FNU.

Federal Graduate PLUS Loan
The Federal Graduate PLUS Loan currently has a fixed interest rate of 7. 21%, is a credit worthy loan (can be approved or denied based on credit score) and is not need-based. Students are responsible for the interest from the day the loan is disbursed. Although students may request that the interest on the Federal Graduate PLUS Loan be deferred while enrolled in school. Payment on the Federal Graduate PLUS Loan will be due within 45 days after the student ceases enrollment either by graduation, withdrawal or Emergency Academic Hiatus (EAH).

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

Federal funds are received by FNU electronic fund transfer and are applied to student accounts approximately two to three days after receipt of funds. Once funds are on student accounts, tuition and fees are paid, and any eligible residuals are processed and sent to students within 10 business days of receipt of the funds.

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

Financial Aid Eligibility Guideline for Post-Master's Certificate Programs
Students enrolled in a post-master's certificate program that is less than 33 weeks are not eligible for federal financial aid.

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

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

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

Please see the Financial Aid website (**http://www.frontier.edu/financial-aid**.) for a list of various web sites offering hints, tips and real-life scenarios on how to make the best financial decisions to assist in paving the road

to a more secure financial future. When in doubt, call and talk to your FNU Financial Aid Officer. We are here to help you.

FNU Scholarships

Frontier Nursing University offers scholarship monies to students based on availability, and student eligibility. Eligibility is based on the student's academic record, length of time in the program and the requirement outlined in the scholarships.

The following are scholarships and awards that are typically available to the student.

Kitty Ernst Scholarship

This scholarship is awarded annually to a CNEP student who shows leadership ability as well as academic and clinical excellence
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Alice Adams Scholarship

The Frontier Nursing Service Foundation awards this scholarship in honor of Alice Adams.

Alumni Scholarship

The Frontier Nursing Service Foundation awards this scholarship in honor and with the help of Alumni.

Arronson Scholarship

This scholarship is available for students in financial need who are in good academic standing.

Berea College Appalachian Fund Scholarship

The Frontier Nursing Service Foundation awards this scholarship from a grant provided by the Berea College Appalachian Fund in Berea, KY.

Daughters of Colonial Wars

This scholarship is given by the Daughters of the Colonial Wars (DCW), who have been long time supporters of the Frontier Nursing Service.

Margaret Ferguson Scholarship

This Frontier Nursing Service Foundation awards this scholarship in honor of Margaret Ferguson.

Kate Ireland Scholarship

The Frontier Nursing Service (FNS) Foundation awards this scholarship in honor of Kate Ireland. Ms. Ireland was a longtime supporter of FNS, a prior courier, past Chairman of the FNS Board of Governors, and former Honorary National Chairperson of the Frontier Nursing Service.

Betty Lou Johnson Scholarship

This scholarship is awarded in honor of Betty Lou Johnson to an FNP student who returns to school later in life, demonstrates academic excellence and has a commitment to working in underserved areas.

Mardi Perry Scholarship

This scholarship is available due to the efforts of the Boston Committee of the Frontier Nursing Service. The award is made annually to a student committed to offering midwifery services in the New England region.

Nancy B. Taylor Scholarship

The Frontier Nursing Service Foundation awards this scholarship in honor of Nancy B. Taylor. This award is given to a student who plans for international health work after graduation.

Family Nurse Practitioner Scholarship

This scholarship is made possible by donations designated for Family Nurse Practitioner Scholarships. This award is given to family nurse practitioner students in good academic standing.

FNP Leadership Award

Given by the FNS foundation, this award will be given annually to a nurse practitioner student who demonstrated leadership ability as well as academic and clinical excellence. Faculty members are asked to consider students that meet these criteria and nominate the student for the award. The student should be in good academic standing and in Level IV.

Jesse Smith Noyes Scholarship
This scholarship is awarded by the Frontier Nursing Service Foundation to a FNU student. The student must be in good academic standing and have an interest in women's health issues.

May Scaife Scholarship
This scholarship is awarded by the Frontier Nursing Service Foundation in memory of Margaret Ferguson to a student in good academic standing.

Preceptor Scholarship
This scholarship is for Level IV students. The monies for this award have been donated by past and current FNU preceptors. The student must be in good academic standing.

Susan Preston Wilson Scholarship
This scholarship is awarded by the Frontier Nursing Service Foundation to an FNP student or graduate in honor of Susan Preston Wilson. The student must be in good academic standing.
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Helen Barber Scholarship
This scholarship is awarded by the Frontier Nursing Foundation to a CNM student or graduate in honor of Helen Barber. Helen Barber was a courier for the Frontier Nursing Service. Mrs. Barber established the Helen M. Barber Revocable Trust in 1998 and designated a portion to fund scholarships for the training of students in midwifery at Frontier Nursing University. The student must be in good academic standing.

Student Scholarship
This scholarship is awarded by the Frontier Nursing Service Foundation to an FNU student in good academic standing. The scholarship is funded by FNU donors who specify student scholarship with their contributions.

External Scholarships and Financial Aid
There are numerous sources of scholarships and financial aid including federal, state, and local agencies and organizations. Further information about external scholarships and financial aid is available at the **FNU Financial Aid website**.

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

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

Faculty and Staff Roles

Administration

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

Dean of Nursing
- Responsible and accountable for the academic and student affairs of the Frontier Nursing University (FNU).
- The Dean provides vision and leadership for academic programs and is responsible for providing strategic direction for faculty and all academic nursing programs. The Dean has authority and responsibility for academic policies of the institution.
- The Dean has both the responsibility for curriculum, instruction, and other academic matters including student affairs and accreditation.

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

Clinical Directors
- Assume responsibility for the administration of the clinical portion of their specialty track and the smooth functioning of the clinical programs. They are the administrative liaisons with the Associate Deans. They are students' contact during the clinical portion of the program and for issues that are not resolved with the Course Coordinators of clinical courses, or Regional Clinical Faculty (RCF).
- Are responsible for the quality of the clinical sites for area of specialty.
- Provide individual and group student guidance and monitor individual and group student progress.
- Is responsible for coordinating the clinical component of the FNU
- Monitors the teaching and evaluative functions for the clinical practicum.

- Works with the Associate Deans, the Regional Clinical Faculty, and the Director of Credentialing to ensure that the clinical practicum is a true integration of theory and practice and a high quality experience for each student.
- Qualifications for the Clinical Directors include the following: Must hold a national certification in the specialty area (s) as either a nurse-midwife or nurse practitioner, must hold a Doctoral degree, and must have a minimum of five years of experience with clinical teaching of advanced practice nursing and/or midwifery students as appropriate.

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

ADN Bridge Entry Option Director
Assumes responsibility for the overall administration and the smooth functioning of the ADN Bridge Entry Option.
Is responsible for the overall integrity of the Bridge curriculum.
Assures the smooth functioning of the Bridge entry option, including at a minimum that the option is in compliance with accrediting bodies, and adheres to the by-laws and policies of the FNU.
Is knowledgeable concerning distance education practices and techniques and assists faculty and staff in remaining current in these areas.
Provides individual and group student guidance and monitors individual and group student progress.
Works with Course Faculty to develop and maintain criteria for success in academic and/or clinical courses.
Qualifications of the ADN Bridge Entry Option Director include the following: Certification by the appropriate professional board, Doctoral degree in nursing, experience in teaching, administration and clinical practice, experience with and knowledge of educational technology, strong analytical, organizational, communication, interpersonal and problem solving skills, analytical ability for project development, the ability work productively and independently and the capacity to learn and evaluate new technical procedures and concepts for application within the program.

FNU Administrative Team
The Administrative Team is comprised of the President, the Dean of Nursing, the Associate Dean of Family Nursing, the Associate Dean of Midwifery and Women's Health, the Associate Dean of Research, the Associate Dean of Academic Affairs, the Clinical Director of Family Nursing, the Clinical Director of Midwifery and Women's Health, the ADN Bridge Entry Option Director, the PM-DNP Director, a faculty representative (quarterly term), the Vice President of Finance, the Chief Operations Officer, the Director of Enrollment and Financial Aid and the Director of Student Retention and Academic Records. The Administrative Team meets to monitor program issues related to the FNU.

Sub-Committee of the Administrative Team
The Sub-Committee of the Administrative Team is comprised of at least four members of the Administrative Team. The Sub-Committee of the Administrative Team meets to discuss student issues as needed. The student's advisor and/or course coordinator involved may be invited to attend a particular meeting as appropriate.

Faculty

Course Coordinators (CCs)
Assume responsibility for an individual course or a sequence of courses.

Design the course objectives, content, and evaluation measures. Depending on the course, there may be Course Faculty or Teaching Associates to assist.

Teach by structuring the learning experience and answering students' questions. May also teach in person at Frontier Bound or Clinical Bound.

Are always available to students by phone during office hours or appointment times and via e-mail, may be available at Frontier Bound or Clinical Bound.

Act as Student Advisors and as such provide students with support, counseling, and assistance in completing their programs of study.

Qualifications for Course Coordinators include the following: Certification by the appropriate national professional board, Doctorate in nursing preferred, and experience in teaching and education preferred.

Course Faculty

Participate in development, implementation, and evaluation of a course and may teach at Clinical Bound.

Assist with grading and student counseling related to the course.

Are always available to students by phone during office hours or appointment times and via e-mail, may be available at Frontier Bound or Clinical Bound.

Report to their assigned Course Coordinator.

Qualifications for Course Faculty include the following: national certification in specialty area, doctorate in nursing or related field preferred, and experience in teaching and education preferred.

Regional Clinical Faculty (RCFs)

Are experienced nurse-midwives or nurse practitioners residing in the region that they coordinate.

Serve as the liaison between the clinical sites, the Clinical Credentialing Coordinator, the Preceptors, the students, and the appropriate Clinical Director.

Guide students through the Clinical Practicum, fostering the networking of students in their area.

Visit sites to assess student progress and to ensure positive learning environments.

Evaluate clinical performance and assign the clinical grades with input from the Preceptors.

Qualifications for Regional Clinical Faculty include the following: Nationally certified in nurse-midwifery or appropriate advanced practice nursing specialty, active in nurse-midwifery or nurse practitioner community, Master's degree or Doctorate in nursing or related field, experience as a clinical preceptor and strong communication, problem solving, management, organization and computer skills.

Preceptors

Are certified nurse-midwives, nurse practitioners, or other health care providers with appropriate degrees and national certification for their specialties. Through preceptor training and conversations with the RCF, they become thoroughly familiar with the School, its philosophy, and curriculum.

Are responsible for the education of FNU students in the clinical sites.

Guide and supervise the students as they meet clinical objectives and become safe beginning practitioners.

Qualifications for Preceptors include the following: National certification in specialty area(s), Master's degree in Nursing or related area, and preceptor training, preferably by FNU.

Teaching Associates (TAs)

Are certified nurse-midwives and nurse practitioners who assist Course Coordinators by grading assignments and examinations, doing library research, and helping with teaching at Clinical Bound.

Report to their assigned Course Coordinator.

Qualifications for the Teaching Associates include the following: National certification in specialty area (s) and a Master's degree with experience in nursing, midwifery/advanced practice or related areas.

Instructional Designer

Works with the faculty and team of IT specialists to develop online courses and explore new technologies for effective learning formats.

Works with the Associate Dean of Academic Affairs in the assessment of learning outcomes and in conducting research for best practices and emerging distance-learning methodologies related to the development and improvement of instructional systems.

Qualifications for the Instructional Designer include the following: master's degree or higher in instructional design, experience with graduate nursing or healthcare preferred, minimum of three years of experience in instructional development and demonstrated experience and record of managing projects to successful completion.

Director of Library Services (Lexington Office)
Is responsible for the development and evaluation of library services and resources. Responsible for the effective operation of the FNU Library.
Provides library instruction during Frontier Bound, Clinical Bound, and via phone and e-mail.
Works with faculty and students to make sure that the resources necessary for the curriculum are available.
Assists students and faculty in obtaining any resource required.
Qualifications for the Director of Library Services include the following: American Library Association accredited master's of Library Science, medical and academic library experience, AHIP membership preferred, and strong interpersonal, communication, leadership, organizational, and computer technology skills.

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

Staff

Academic Resource Coordinator (Hyden Campus)
Receives registration forms for campus events (Bridge/Frontier/PM-DNP Bounds and Clinical Bounds) and handles student's accommodations on campus.
Oversees maintenance of equipment and inventory.
Supports faculty and students in activities related to all forms of instructional materials.
Produces and mails diplomas.
Responds to requests for transcripts and verification letters.
Manages the Outpost Gift Shop.

Administrative Assistants (Lexington Office)
Provides administrative support to the FNU Administrative Team.

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

Assessment Coordinator (Lexington Office)
Responsible for data collection, reporting, data management, and technical/systems support.

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

Campus Services Coordinator (Hyden Campus)
Coordinates housekeeping and meal preparation.

Chief Operations Officer (Lexington Office)
Responsible for the daily operations of the FNU.
Directs and oversees activities related to budgeting, operations and personnel administration.
Serves as principal contact and source of information for FNU President.

Director of Chief Enrollment Management and Financial AidOfficer (Lexington Office)
Responsible for providing leadership for enrollment, student services and financial aid.
Collaborates with University leadership in leading the development, implementation, and ongoing evaluation of a comprehensive enrollment management plan that fosters an integrative recruitment and admission effort consistent with the University's strategic goals.
Directs managerial responsibility and oversight for all FNU personnel in admissions and ,Financial Aid., student services and the Registrar.

Director of Student Retention and Academic Records
Provides overall management and direction to the FNU Academic Advising Center, Registrar and Student Services staff.

Clinical Credentialing Coordinators (Lexington Office)
Manages the clinical site Affiliation Agreements, providing the direct link between the clinical sites, the FNU Administration, and the School's legal counsel.

Clinical Site Facilitator (Lexington Office)
Ensures all students understand the appropriate time line for securing a preceptor and clinical site for their intended Clinical Bound
Develops resources to guide students in their search for an appropriate clinical site placement.

Compliance Officer (Lexington Office)
Responsible for supporting the management of compliance of all regulatory agency requirements for FNU. This includes, but is not limited to, institutional and program accreditation, state licensures, state boards of nursing processes and applications, institutional research and accreditation initiatives as needed.

Controller (Lexington Office)
Responsible for audit support, payables management, student accounts management, regulatory filings, general ledger accounting, internal controls, and other administrative functions.

Development Assistant (Hyden Campus)
Manages alumni database.
Gives tour of historical facilities.
Works with the development committee to build and sustain relationships with students, alumni and donors.

Development Officer (Lexington Office)
Works with the development committee to build and sustain relationships with students, alumni and donors.

Director of Advising (Lexington Office)
Provides overall management and direction to the FNU professional advisor staff members
Develops and maintains accurate reporting of student outcomes.

Assistant **Director of Financial Aid (Lexington Office)**
Manages all aspects of the application and processing of Federal Student Loans.
Orients students to the process.
Advises students regarding financial aid issues.

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

Director of Development and Alumni Relationship (Lexington Office)
Administers all aspects of fundraising.

Oversees the development staff.

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

Director of Recruitment and Retention (Lexington Office)
Recruits students and assists them in their adaptation to the FNU programs
Promotes the ability for students to complete their educational goals.

Director of Marketing and Communications Coordinator (Lexington Office)
Coordinates all marketing activities to build awareness of the Frontier Nursing University.

Facilities Manager (Hyden Campus and Wendover)
Oversees the management, maintenance and upkeep of all Frontier Nursing University owned facilities.

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

Housekeeping / Cook staff (Hyden Campus and Wendover)
Responsible and prepare a variety of tasks and operations for preparation of food to be served complying with all applicable sanitation, health, and personal hygiene standards and following established food production programs and procedures.
Responsible for cleaning and maintaining all facilities with all applicable cleaning procedures for a clean/sanitary environment at all times.

Human Resources and Site Manager (Hyden Campus)
Organizes and coordinates campus operations and procedures
Provides direction and leadership to the campus staff
Responsible for the overall planning, organizing, implementing and controlling of human resource functions of the FNU.

IT Manager (Lexington Office)
Leads the IT staff in creating educational resources for the FNU in a variety of formats and media and supports technologies employed by FNU.

IT Staff Members (Hyden Campus and Lexington Offices)
Responsible for developing a variety of media and print publications.
Assume responsibility for putting instructional and informational materials on the web.
Offer assistance in learning and using the Banyan Tree.
Provide faculty, staff, and student's access to the FNU's display, slides, and CD-ROMs for PR/advertising.
Are the systems operators for the Banyan Tree communications portal, and provide technical assistance for students, faculty, and staff related to electronic communication and software/technologies used by FNU.

Library Technician (Lexington Office)
Manages document delivery and interlibrary loan operations.

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

Multimedia Communications Specialist

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

~~Director of~~ **Marketing and Communications ~~Coordinator~~ (Lexington Office)**
~~Coordinates all marketing activities to build awareness of the Frontier Nursing University.~~

Professional Advisors (Lexington Office)
Provides individual and group advising to students in all FNU programs.
Work with faculty and staff across the institution partners across the university to improve student success and assist in student degree completion.

Receptionist (Hyden Campus)
Assists the Registrar with entering new student data into the School Management System (SMS).
Assumes responsibility for in-coming phone calls, mail, supplies, and processing all inquiries.
Mails information packets (brochures, catalogs, etc.).

Registrar (Hyden Campus)
Processes all applications for admission and all requests for transcripts.
Acts as the primary liaison with the Financial Aid Officer and the Admissions Committee.
Transcribes to the official student transcript all grades submitted by the faculty.

Senior Accountants (Lexington Office)
Support the operations of FNU by conducting functions such as student billing and collections, payment processing, reconcilements, analyses, reporting, and various administrative functions.

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

Student Services Coordinator (Hyden Campus)
Conducts informational session with newly accepted students
Facilitates the admission of students in collaboration with the Admissions Committee
Maintains the student services webpage
Assists in managing prospective student inquiry calls

Student Services / PRIDE Coordinator (Lexington Office)
Facilitates the admission of students in collaboration with the Admissions Committee.
The Student Services Coordinator is also responsible for overseeing all activities involved in the Frontier PRIDE Program. The Frontier PRIDE (Promoting Recruitment and Retention to Increase Diversity in Nurse-midwifery and Nurse Practitioner Education) Program is aimed to address the lack of diversity within the nursing workforce by working to recruit and retain underrepresented students in FNU programs.

Vice President of Finance (Lexington Office)
Responsible for financial and fiscal management aspects of the FNU operations
Organizational Chart

Course Descriptions

Active Courses:
N400 Physical Assessment (3-0)

This course is designed to provide the knowledge base and technical competencies essential to history taking, physical examination, and diagnostic procedures. The content in this course will serve as a foundation for the assessment skills necessary for the clinical management decisions the nurse-midwife and nurse practitioner must make in providing care to clients and their families across the lifespan. There will be a community-based didactic portion and an on-site clinical development of knowledge and skills.
Prerequisite: **Licensure as a registered nurse**

N404 Statistics (3-0)
This course provides the foundation for using statistical concepts to evaluate research for use in evidence-based practice. Students will learn descriptive statistics, sampling techniques, types of errors, probability theory and the concepts of measurement, reliability and validity, and hypothesis testing. Students will use the statistical software package, SPSS™, to analyze data and interpret results using common inferential statistical tests, such as the t-test, ANOVA, correlation, simple linear regression, multiple regression, as well as chi square and other nonparametric tests.
Prerequisite: **Licensure as a registered nurse**

N405 Nursing Theory (3-0)
This course introduces the student to the major nurse theorists and gives an overview of nursing theory. The course is designed to prepare students to utilize the literature to examine the relationship of theory to research and practice and reflect on nursing theories that have personal significance for them in their practice.
Prerequisite: **PC700**

N406 Leadership (3-0)
This course is designed to synthesize previous nursing experiences with the philosophical, social, political, legal, and ethical issues inherent in professional nursing practice in primary care. Emphasis is on understanding and developing the key skills employed by nursing leaders in an advanced practice setting.
Prerequisite: **PC700**
Prerequisite or concurrent: **N405**

N408 Community Health (3-0)
This course emphasizes the application of the nursing process to promote community health. Concepts of community assessment, community health education, and community planning will be examined. Legal, ethical, cultural, economic, and social factors affecting health care will be considered.
Prerequisite or concurrent: **N405**

N409 Community Health Practicum (1-2)
This course consists of practicum experiences that are designed to develop beginning skills in community assessment, community education, interdisciplinary coalition building, and collaboration.
Prerequisite or concurrent: **N408**

N410 Nursing Research (3-0)
This course focuses on the understanding of the research process and the identification, interpretation, and the utilization of credible research evidence to improve nursing care in primary care practice. Various approaches to the research process are explored. Ethical, moral and legal issues related to nursing research in advanced practice are considered.
Prerequisite: **PC700, N404 and N405**

N599 Advanced Clinical Practicum in Women's Health Care (0-4)
This clinical course provides the opportunity for the student to focus on critical thinking/diagnostic reasoning and clinical management/ counseling skills in providing health and illness care to women in a primary care setting. This intensive clinical experience allows nurse- midwives to further integrate women's health and primary care didactic and clinical knowledge and skills. Focus includes health promotion and disease prevention for women across the lifespan, and the diagnosis and management of common primary care problems with emphasis on gynecologic concerns. The student is expected to begin the management of more complex health issues and to demonstrate increasingly complex clinical judgment. N599 requires 90 hours of primary care and 90 hours of women's health care supervised clinical experience. Student is encouraged to seek opportunities to advance and

build on their current clinical skills. Of the required 180 clinical hours, a total of 72 hours can be spent with an MD if desired.
Prerequisite: **This course is open only to CNEP graduates prior to Class 30 with a master's degree.**

N702 Evidence-Based Practice I (3-0)
In this course, the theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing and health care practice will be discussed. The ethical, legal, cultural, and financial implications of evidenced based advanced nursing practice will be integrated into the discussion. Students will explore literature related to their selected health care issue and will identify and refine their Capstone Project goals.
Prerequisite: **None**

N703 Evidence-Based Practice II (3-0)
This course focuses on the conduct of clinical scholarship. Content includes transformational research approaches and evidence-based practice processes. Students will continue the development of their Capstone Project proposal utilizing theoretical approaches and empirical evidence, including health outcomes data. An implementation plan for the DNP project will be defined.
Prerequisite: **PC702, N702**

N704 Leadership and Organizational Theory 3-0
This course examines the leadership role of the nurse as one that influences health care delivery and policy decision-making. Focus is on transformational leadership, measurement of outcomes, data driven decision-making, and the business realities of leading within health care system. Theories and issues related to leadership, organizational processes, organizational change, strategic planning, and interpersonal group dynamics are examined.
Prerequisite: **PC702, N702**

N705 Ethics and Health Care Policy (3-0)
In the first part of this course the students will apply an ethical model to case study, in order to understand the ethical considerations related to health policy and healthcare research. Students will analyze health policy and its impact on primary care delivery systems. Issues examined will include ethics, advocacy for social justice, health disparities, equity in relation to health care policy, access, quality and financing. Students will learn strategies for engaging in the process of health care policy development.
Prerequisite: **PC702, N702, N703, N704, N705, N706, N707**

N706 Evidence Based Practice and Information Technology (3-0)
This course emphasizes use of computerized systems in clinical evaluation and practice. Students will examine the social, ethical, and legal issues associated with information technology in a healthcare environment.
Prerequisite: **PC702, N702, N703, N704**

N711 DNP Practicum I (0-4)
This course provides leadership experiences in a healthcare setting commensurate with the student's advanced practice area. It provides an opportunity for students to further synthesize learning gained through the program, effectively incorporating new knowledge and skills to expand their advanced practice. Students will select a clinical site that is relevant to the development and implementation of their DNPCapstone Project.
Prerequisite: **PC702, N702, N703, N704, N705, N706**

N712 DNP Practicum II (0-4)
This practicum includes leadership experiences designed to allow the student to explore, identify and develop expertise in the chosen DNP project capstone area and reflect upon and develop innovative solutions for complex healthcare problems. Students will select a practicum site that is relevant to the development of deep knowledge in their chosen DNP projectcapstone area.

N720A DNP Project (1-0)

The purpose of the DNP Project is to provide the student the opportunity to complete an in-depth analysis and synthesis of a selected health care issue that will contribute to the improvement of a health care practice or system. Students will be expected to integrate.

N720B DNP Project (1-0)
The purpose of the DNP Project is to provide the student the opportunity to complete an in-depth analysis and synthesis of a selected health care issue that will contribute to the improvement of a health care practice or system. Students will be expected to integrate.

N720C DNP Project (2-0)
The purpose of the DNP Project is to provide the student the opportunity to complete an in-depth analysis and synthesis of a selected health care issue that will contribute to the improvement of a health care practice or system. Students will be expected to integrate

NM622 Advanced Intrapartum Care (3-0)
This course is designed to provide knowledge needed to anticipate, identify, and manage intrapartum complications and variations of normal, many of which require the midwife to consult, collaborate, or refer. Risk factors, current research, and management controversies related to complications and variations of normal, as well as immediate management steps for emergency conditions are covered.
Prerequisite: **NM618**

NM638 Health Policy: Birth Centers as a Case Study (1-0)
In this course, the student will be immersed in health policy and finance by designing a birth center that meets the needs of the community and is integrated into the health care delivery system. The program of care will be delineated including plans for quality assurance. A budget will be calculated, and revenue projected. The viability of the birth center will be determine.
Prerequisite: **NM609, NM610**

NM640 Nurse-Midwifery Independent Study (variable)
This course is designed for students to complete supervised study related to nurse-midwifery care. The content varies according to individual needs and interest.
Prerequisite: **Permission of instructor**

NM645 Comprehensive Final Review (0-0)
The purpose of this course is to provide a review of NM content for the comprehensive exam and the Certified Nurse Midwife Certification
exam.
Prerequisite or Concurrent: **NM643 and NM644**

NM700 The Role of the Nurse-Midwife in Health Care Delivery Systems (3-0)
The content of this course includes the historical development and evolution of nurse-midwifery, birth centers. The course will highlight the major turning points in the interrelated development of medicine, nursing, and nurse-midwifery within the major social, political, and economic changes, from the industrial revolution to the establishment of the medical industrial complex to the technological revolution of the new millennium. Course content includes the impact of the development of the birth center concept on the delivery of maternity care. Also included in the course is content regarding the role and function of nurse-midwives, including the evidence and ethical basis of nurse-midwifery practice, the legal regulation of nurse-midwives, health policy as it impacts nurse-midwifery practice, and the critical role individual nurse-midwives play in sustaining the profession, and transitioning roles from nurse to nurse-midwife.
Prerequisite: **Admission to FNU**
Prerequisite or concurrent: **PC700, PC701**

NM701 Women's Health (3-0)
This course encompasses promotion and maintenance of gynecologic health, as well as the assessment, diagnosis, and management of common gynecologic conditions across the lifespan. Clinical considerations specific to the different physical and psychosocial life stages of women are presented. Genetics related to preconception and genetic markers are discussed. Emphasis is placed upon the importance of providing

evidence-based gynecologic care. The influence of the interrelationship of gender, social class, culture, ethnicity, sexual orientation, economic status, and socio-political power differentials upon women's health care is also discussed.
Prerequisite: **PC705, PC706, PC707**
Prerequisite or concurrent: **PC703 or PC718**

NM702 Midwifery Care during Pregnancy (3-0)
This course is made up of a sequence of modules designed to provide the knowledge base for clinical midwifery management of the healthy pregnant woman. Content for this course covers the basics of prenatal care and stresses the developmental changes that can be expected during the course of pregnancy. Promotion of optimal health and pregnancy outcomes through the provision of midwifery care is discussed. Prevention of problems by promoting healthy behaviors by the pregnant woman and her family is a key focus of the course. Emphasis is placed on midwifery teaching and supportive care that enhances the normal processes of pregnancy and birth.
Prerequisite: **PC705, PC706, PC707**
Prerequisite or concurrent: **PC703 or PC718, NM703**

NM703 Primary Care of Women (3-0)
This course provides the knowledge base for clinical management of the primary health care needs of women throughout the life span with appropriate consultation, collaboration, and referral. Content focuses on common health problems and deviations from normal for the essentially healthy woman. Emphasis is placed on comparing different management options through a review of literature in order to assist women in making informed choices and participating in decisions about their care.
Prerequisite: **PC705**
Prerequisite or concurrent: **PC703 or PC718, PC706, PC707**

NM704 Midwifery Care during Labor and Birth (3-0)
This course is designed to assist the midwifery student in attaining the basic knowledge needed to provide care during an uncomplicated labor and birth. Emphasis is placed on comparing different management options through a review of literature in order to assist women in making informed choices and participating in decisions about their care during labor and birth.
Prerequisite: **PC705, PC706, PC707**
Prerequisite or concurrent: **PC703 or PC718, NM703**

NM705 Midwifery Care of Postpartum Women and Newborns (3-0)
This course focuses on normal anatomical and physiological changes of the puerperium, including anatomy and physiology of lactation, and the normal anatomical and physiologic changes of the fetus and newborn. It is designed to provide a foundation for the management of care of the basically normal postpartum woman and newborn. Content also includes breastfeeding, postpartum, and newborn teaching, as well as societal, and cultural issues surrounding the mother/infant dyad. Some controversies in newborn care will be covered.
Prerequisite: **PC705, PC706, PC707**
Prerequisite or concurrent: **PC703, NM703**

NM706 Advanced Midwifery Care of Childbearing Women and Newborns (4-0)
This course is designed to provide knowledge needed to anticipate, identify, and manage select antepartum, intrapartum, postpartum and newborn complications and deviations of normal, some of which will require consultation, collaboration, or referral. Emphasis is placed upon the importance of identification of risk factors, timely diagnosis and appropriate management using evidence-based care practices.
Prerequisite: **NM702, NM704, NM705**

NM711 Skills for Nurse-Midwifery Care (1-0)
This course provides the student with the opportunity to learn and practice intrapartum, postpartum, and newborn skills in an on-campus didactic classroom and clinical laboratory. The intrapartum content includes beginning suturing skills, hand maneuvers for normal birth and third stage, and management of selected intrapartum complications and variations of normal. Students will begin to develop their clinical assessment skills related to normal postpartum clients as well as clients experiencing selected postpartum complications. Assessment of the newborn, including complete physical examination and selected complications, is presented.

Comment [2]: _Accepted suggestion_

Comment [3]: _Accepted suggestion_

Comment [4]: _Accepted suggestion_

Comment [5]: _Accepted suggestion_

Prerequisite or concurrent: **all core courses, NM specialty courses and clinical site submission for credentialing**

NM712 Nurse-Midwifery Clinical I (0-3)

This is the first of five midwifery clinical courses in which content learned in the foundational and management courses is applied. Students a holistic approach in beginning to apply the nurse-midwifery management process to the care women throughout the lifespan, including the childbearing cycle. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors.
Prerequisite: **NM711**

NM713 Nurse-Midwifery Clinical II (0-3)

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

NM714 Nurse-Midwifery Clinical III (0-3)

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

NM715 Nurse-Midwifery Clinical IV (0-3)

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

NM716 Nurse-Midwifery Clinical V (0-3)

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

NM717 Nurse-Midwifery Final Comprehensive Review (1-0)

The purpose of this course is to provide a review of NM content for the comprehensive exam and the Certified Nurse Midwife Certification exam.
Prerequisite: **NM didactic and clinical courses through NM714**
Prerequisite or concurrent: **NM715, NM716**

NM718 Nurse-Midwifery Independent Study (variable)

This course is designed for students to complete supervised study related to nurse-midwifery care. The content varies according to individual needs and interest.
Prerequisite: **Permission of Instructor**

NP640 Nurse Practitioner Independent Study (variable)
This course is designed for students to complete supervised study related to nurse practitioner care. The content varies according to individual needs and interest.
Prerequisite: **Permission of instructor**

NP645 Comprehensive Final Review (0-0)
Family nurse practitioner students take this course in the final term of clinical. Content learned throughout all didactic and clinical courses is tested. Students are guided through self-paced reviews and tested on individual content areas, then comprehensively on a final exam.
Prerequisite or Concurrent: **NP643 and NP644**

NP700 The Role of the Nurse Practitioner (3-0)
This course explores the history of advanced practice nursing roles in the current socio-political environment, preparing students to serve in a leadership role in interdisciplinary team and to shape the delivery of effective health care to families. Application of communication methods, community assessment strategies, and epidemiological principles are utilized. Students will complete a local Community Assessment including all aspects of the current healthcare delivery system.
Prerequisite: **Admission to FNU**
Prerequisite or concurrent: **PC700**

NP702 Primary Care I (3-0)
This course focuses on synthesis and application of theory, research, pathophysiology, assessment and pharmacology to effectively address the complexities of both health and disease in all adults. This course also refines the diagnostic reasoning strategies needed for primary care management of clients across the adult lifespan. Systems of focus include disorders of the ears, eyes, nose, throat, neck, musculoskeletal system, joint and repetitive disorders, renal and bladder disorders, dermatology, anemia and other blood disorders.
Prerequisite ~~or concurrent~~: **PC703 or PC718, PC705, PC706, PC707**

NP703 Women's Health and Childbearing (4-0)
This course is designed to provide the knowledge base for beginning clinical nurse –practitioner management of gynecologic health, healthy pregnant and postpartum women. The content covers assessment, diagnosis, and

management of common gynecologic conditions, prenatal care, pregnancy and postpartum care across the lifespan. Clinical considerations specific to the different physical and psychosocial life stages of women are presented. Genetics related to preconception and genetic markers are discussed. Emphasis is placed upon the importance of providing evidence-based care to women. Promotion of healthy pregnancy, and supportive care that enhances the normal process of pregnancy, birth management of the postpartum period and support of breastfeeding will be presented. The influence of the interrelationship of gender, social class, culture, ethnicity, sexual orientation, economic status, and socio-political power differentials upon women's health care is also discussed.
Prerequisite: **PC703, PC705, PC706, PC707**

NP704 Primary Care: Pediatrics (3-0)
This course focuses on developmental surveillance and management of common developmental problems in children from infancy through adolescence. Strategies for health maintenance, anticipatory guidance, and management of common acute and chronic pediatric health problems using an evidence based approach are emphasized. Family dynamics and structure are discussed in this course as well.
Prerequisite: **PC703 or PC718, PC705, PC706, PC707, NP702**

NP705 Primary Care II (3-0)
This course focuses on synthesis and application of theory, research, pathophysiology, assessment and pharmacology to effectively address the complexities of both health and disease in all adults. This course also refines the diagnostic reasoning strategies needed for primary care management of clients across the adult lifespan. Systems of focus include gastrointestinal, male genitourinary, cardiovascular and endocrine.
Prerequisite: **PC703 or PC718, PC705, PC706, PC707**
Prerequisite or concurrent: **NP702**

NP706 Primary Care III (3-0)
This course focuses on synthesis and application of theory, research, pathophysiology, assessment and pharmacology to effectively address the complexities of both health and disease in all adults. Adult lifespan issues will be discussed with added emphasis on primary care of the older adult. Comprehensive management across settings, evaluation of care, role implementation, and influences of contextual factors on health care services for the terminally ill and older adult including palliative and end of life care are presented. Systems of focus include Geriatrics, Respiratory, Mental Health and Neurology.
Prerequisite: **PC703 or PC718, PC705, PC706, PC707**
Prerequisite or concurrent: **NP702**

NP711 Advanced Skills for Nurse Practitioner Care (1-0)
This course refines critical thinking and diagnostic reasoning skills and provides students with an opportunity to demonstrate cognitive, affective and psychomotor skills necessary for accurate diagnosis of health status.
Prerequisite: **all core courses**
Prerequisite or concurrent: **All Level I and Level II courses, PC713**

NP712 FNP Clinical I (0-3)
This is the first of five clinical courses for the FNP student which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at a beginning level and will start to apply the management process to plan the primary care for individuals across the lifespan while utilizing evidence-based practice guidelines.
Prerequisite: **PC714, NP711**

NP713 FNP Clinical II (0-3)
This is the second of five clinical courses for the FNP student which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced beginning level and will apply the management process to plan primary care for individuals across the lifespan while interpreting evidence-based practice guidelines.
Prerequisite: **NP712**

NP714 FNP Clinical III (0-3)

This is the third of five clinical courses for the FNP student which provides the opportunity to practice advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an intermediate level and will apply and begin to analyze the management process to provide primary care for individuals across the lifespan while appraising evidence-based practice guidelines. The student will begin to manage individuals with more complex needs.
Prerequisite: **NP713**

NP715 FNP Clinical IV (0-3)

This is the fourth of five clinical courses for the FNP student which provides the opportunities to advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and co-morbidities.
Prerequisite: **NP714**

NP716 FNP Clinical V (0-3)

This is the last of the five clinical course for the FNP student which provides the opportunities to advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and co-morbidities.
Prerequisite: **NP715**

NP717 FNP Final Comprehensive Review (1-0)

This course is taken in the last clinical term and provides a comprehensive review of management content for Family Nurse Practitioner students. Students are guided through self-paced reviews and tested on individual content areas, then comprehensively on a final exam
Prerequisite: **NP didactic and clinical courses through NP714**
Prerequisite or concurrent: **NP715, NP716**

NP718 Nurse Practitioner Independent Study (variable)

This course is designed for students to complete supervised study related to nurse practitioner care. The content varies according to individual needs and interest.
Prerequisite: **Permission of instructor**

NP720 DNP Clinical Residency I (0-4)

This course will provide the opportunity to synthesis the DNP competencies and essentials with emphasis on utilizing the evidence to improve healthcare and advance the role of the nurse practitioner.
Prerequisite: **Completion of the MSN**

NP721 DNP Clinical Residency II (0-4)

This course will provide further synthesis of the DNP competences and essentials with emphasis on utilizing the evidence to improve healthcare and advance the role of the nurse practitioner.
Prerequisite or concurrent: **Completion of the MSN and NP720**

> **Comment [10]:** _Accepted suggestion_

PC700 Communication and Introduction to Scholarly Writing (3-0)

This course provides an overview of the concepts and skills of scholarly written communication in various contexts. Emphasis is placed on techniques used in academic and scholarly writing.
Prerequisite: **Admission to Frontier Nursing University (or permission as nonmatriculating student)**

PC701 Principles of Health Promotion (3-0)

Students will apply principles of advanced practice to promote the health of individuals and populations. Principles of client centered care and theory based care to promote health will be explored in depth. Other principles addressed include: **evidence-based care as a standard of practice; care for populations within a context of health systems; clear and respectful communication in the context of cultural sensitivity; and ethical care and social justice.**
Prerequisite: **Admission to Frontier Nursing University (or permission as nonmatriculating student)**

PC702 Epidemiology and Biostatistics (3-0)

In this course, emphasis is on population health and the determinants of health-related states and events. Core epidemiological concepts of disease causation and progression, modes of disease transmission, surveillance, screening, prevention, risk reduction, and health promotion are examined. Descriptive and analytic epidemiological methods are explored in the context of advanced practice nursing. Students learn to create and manage basic data sets, perform data analyses and graphic displays, and interpret health statistics. Focus is on critical appraisal and translation of the results of epidemiological investigations and statistical analyses to improve population health.
Prerequisite: **Admission to Frontier Nursing University (or permission as nonmatriculating student)**

PC703 Evidence Based Practice (3-0)

In this course, the theories, concepts, and methods relevant to the
review, analysis, synthesis, and application of scientific evidence to nursing practice and health care will be explored. The facilitators and barriers to evidenced based advanced nursing practice will be addressed in the course.
Prerequisites: **PC700, PC701, completion of a statistics course in the last 10 years**
Prerequisite or concurrent: **PC702**

PC704A Translating the Evidence to Advanced Practice I (13-0)

This course focuses on the conduct of translating the evidence into advanced practice. Content includes translational research approaches and evidence-based practice processes. Theoretical approaches and empirical evidence, including outcomes measurement and management will be described.
Prerequisite: **Completion of FNU MSN or PC702**

| Comment [11]: _Accepted suggestion_ |
| Comment [12]: _Accepted suggestion_ |
| Comment [13]: _Accepted suggestion_ |
| Comment [14]: _Accepted suggestion_ |

PC705 Advanced Pathophysiology (3-0)

Pathophysiology for Primary Care provides the student advanced practice nurse with a scientific basis for practice. This course presents an integrated approach to Pathophysiology that demonstrates the interdependency of body systems and the effects of key pathophysiologic processes. Clinical content is included as an application of Pathophysiology and will assist the student to understand the disease processes and genetic/cultural/ethnic variables.
Prerequisite: **Admission to FNU (or permission as nonmatriculating student)**

PC706 Advanced Physical Assessment (3-0)

This course presents the comprehensive and holistic examination of the human person across the lifespan utilizing appropriate psychomotor skill and medical interview techniques. Assessment and clinical documentation, includes physical, social, emotional, developmental, cultural and spiritual needs of the patient and the family. Students are introduced to the process of critical-thinking and decision-making, utilizing most current evidence, to make sound clinical judgments and arrive at differential diagnoses.
Prerequisite: **Admission to FNU (or permission as nonmatriculating student)**
Prerequisite or concurrent: **PC705**

PC707 Advanced Pharmacology Across the Lifespan (3-0)

This course focuses on the role of the advanced practice nurse in applying principles of pharmacodynamics, pharmacokinetics and pharmacotherapeutics in diverse populations across the lifespan as a foundation for prescriptive authority. Emphasis is placed on the decision making process utilized in patient-centered, evidence-based prescribing, educating and monitoring. Ethical, cultural and legal issues related to prescribing are highlighted.
Prerequisite: **Admission to FNU (or permission as nonmatriculating student)**
Prerequisite or concurrent: **PC705, PC706**

Comment [15]: _Accepted suggestion_

PC711 Nurse as Educator (3-0)
Students will examine the role of the nurse leader as educator with emphasis on the role of the advanced practice nurse as preceptor in the clinical setting. Concepts of learning styles, caring, coaching, and diversity, models of clinical instruction, implementation strategies, and evaluation methods are emphasized. Legal and ethical issues are also examined.
Prerequisite: **Completion of FNU MSN**

PC713 Principles of Independent Practice (3-0)
This course explores the role of nurse practitioners and nurse-midwives as entrepreneurs. Students evaluate nurse-led service innovations with emphasis on health promotion and disease prevention as core business functions. Participants evaluate the role of quality assurance and quality improvement across practice models. Within interdisciplinary teams, students share experiences integrating business and leadership principles as they propose nurse-led and/or interprofessional business plans. Students demonstrate knowledge of practice management, workforce development, contract negotiation, credentialing, accreditation, the revenue cycle, grant funding, marketing and effective use of health information technology.
Prerequisite: **NP700 or NM700**
Prerequisite or concurrent: **Clinical Bound**

PC714 Clinical Bound: Skills for Advanced Practice (1-0)
This course provides the student with the opportunity to learn and practice health assessment, and women's health~~, and antepartum~~ hands-on skills in an on-campus didactic classroom and clinical laboratory. Students also participate in role plays and clinical scenarios in preparation for interaction with clients during the clinical practicum.
Prerequisite: **all core courses plus clinical site submission for credentialing**

Comment [16]: _Accepted suggestion_

Comment [17]: _Accepted suggestion_

WH639 Advanced Clinical Practicum in Women's Health Care (0-4)
This clinical course provides the opportunity for the student to focus on critical thinking/diagnostic reasoning and clinical management/ counseling skills in providing health and illness care to women in a primary care setting. This intensive clinical experience allows nurse-midwives to further integrate women's health and primary care didactic and clinical knowledge and skills. Focus includes health promotion and disease prevention for women across the lifespan, and the diagnosis and management of common primary care problems with emphasis on gynecologic concerns. The student is expected to begin the management of more complex health issues and to demonstrate increasingly complex clinical judgment. WH639 requires 60 hours of primary care and 120 hours of women's health care supervised clinical experience. Student is encouraged to seek opportunities to advance and build on their current clinical skills. Of the required 180 clinical hours, a total of 72 hours can be spent with an MD if desired.
Prerequisite: **This course is open only to CNEP graduates from Class 30 and higher with a master's degree.**

WH640 Women's Health Care Independent Study (variable)
This course is designed for students to complete supervised study related to women's health care. The content varies according to individual needs and interest.
Prerequisite: **Permission of instructor**

WH645 Comprehensive Final Review (0-0)
This course provides a review of the WHNP content for comprehensive exam and WHCNP Certification.
Prerequisite or Concurrent: **WH643 and WH644**

WH705 Postpartum Care (2-0)

This course focuses on normal anatomical and physiological changes of the puerperium, including anatomy and physiology of lactation, and addressing maternal concerns of newborn care. It is designed to provide a foundation for the management of care of the basically normal postpartum woman. Content also includes breastfeeding, postpartum, and newborn teaching, as well as societal, and cultural issues surrounding the mother/infant dyad.
Prerequisite: **PC705, PC706, PC707**
Prerequisite or concurrent: **PC703 or PC718**

WH706 Complex Care of the Childbearing Women (3-0)
This course provide the nurse practitioner with the knowledge needed to anticipate, identify, and manage the complications of childbearing, including appropriate consultation, collaboration, or referral. Emphasis is placed on continuity of care and seamless transitions of care. Risk factors, current research, timely diagnosis, and management using evidence-based care practices are addressed.
Prerequisite: **NM702, WH705**

WH711 Skills for Women's Health Care (1-0)
This course provides the student with the opportunity to learn and practice intrapartum, postpartum, and newborn skills in an on-campus didactic classroom and clinical laboratory. The intrapartum content includes beginning suturing skills, hand maneuvers for normal birth and third stage, and management of selected intrapartum complications and variations of normal. Students will begin to develop their clinical assessment skills related to normal postpartum clients as well as clients experiencing selected postpartum complications. Assessment of the newborn, including complete physical examination and selected complications, is presented.
Prerequisite: **all core courses, applicable specialty courses and clinical site submission for credentialing**

WH712 Women's Health Clinical I (0-3)
This is the first of three clinical courses in which content learned in the foundational and management courses is applied. Students use sound rationale in applying the management process to the care women throughout the lifespan, including the childbearing cycle. Students are guided in learning the art and science of advanced practice nursing by seasoned clinical preceptors.
Prerequisite or concurrent: **PC714, WH711**

WH713 Women's Health Clinical II (0-3)
This is the second of three clinical courses in which content learned in the foundational and management courses is applied. Students demonstrate sound judgment in applying the management process to the care of women throughout the lifespan, including the childbearing cycle, with appropriate consultation, collaboration and referral as indicated by client needs. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors.
Prerequisite or concurrent: **WH712**

WH714 Women's Health Clinical III (0-3)
This is the third clinical course in which content learned in the foundational and management courses is applied. The student is able to independently apply the management process to the care of women throughout the lifespan, including the childbearing cycle. Parameters for safe practice are integrated and practice scope is delineated for a safe and competent, beginning nurse practitioner. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors.
Prerequisite or concurrent: **WH713**

WH715 Women's Health Clinical IV (0-3)
This is the fourth of five clinical course for the WH NP student which provides the opportunities to advance health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and co-morbidities.
Prerequisite or concurrent: **WH714**

WH716 Women's Health Clinical IV (0-3)

This is the last of five clinical course for the WHNP student which provides the opportunities to advance health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process to provide primary care for individuals across the lifespan while evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and co-morbidities.
Prerequisite or concurrent: **WH715**

This course provides a review of the WHNP content for comprehensive exam and WHCNP Certification.
Prerequisite: WH didactic and clinical courses through WH714
Prerequisite or concurrent: WH715, WH716

WH718 Women's Health Independent Study (variable)
This course is designed for students to complete supervised study related to nurse practitioner care. The content varies according to individual needs and interest.
Prerequisite or concurrent: **Permission of Instructor**

WH717 Women's Health~~care~~ Final Comprehensive Review (1-0)
~~This course provides a review of the WHNP content for comprehensive exam and WHCNP Certification.~~
~~Prerequisite:~~ **WH didactic and clinical courses through WH714**
~~Prerequisite or concurrent:~~ **WH715, WH716**

WH720 DNP Clinical Residency I (0-4)
~~This course will provide the opportunity to synthesis the DNP competencies and essentials with emphasis on utilizing the evidence to improve healthcare and advance the role of the nurse practitioner.~~
~~Prerequisite:~~ **Completion of the MSN**

WH721 DNP Clinical Residency II (0-4)
~~This course will provide further synthesis of the DNP competences and essentials with emphasis on utilizing the evidence to improve healthcare and advance the role of the nurse practitioner.~~
~~Prerequisite or concurrent:~~ **Completion of the MSN and WH720**

Retired Courses:
N702 Evidence-Based Practice I (3-0) [RETIRED]
In this course, the theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing and health care practice will be discussed. The ethical, legal, cultural, and financial implications of evidenced based advanced nursing practice will be integrated into the discussion. Students will explore literature related to their selected health care issue and will identify and refine their Capstone Project goals.
Prerequisite: None

NM601 The Role of Midwifery and Birth Centers in America (2-0) [RETIRED]
This is the first course in a four-course series that will examine the framework of practice for Certified Nurse-Midwives. The content of this course includes the historical development and evolution of nurse-midwifery, birth centers, the American College of Nurse Midwives, and the American Association of Birth Centers (AABC) (formerly known as the National Association of Childbearing Centers (NACC). Each of these content areas are examined within the social, political, and economic contexts over the past century. Content included in the course will highlight the major turning points in the interrelated development of medicine, nursing, and nurse-midwifery within the major social, political, and economic changes, from the industrial revolution to the establishment of the medical industrial complex to the technological revolution of the new millennium. Course content also includes the impact of the development of the birth center concept on delivery of maternity care. While attending the AABC "How to Start a Birth Center" Workshop, students will learn about small business principles for establishing and maintaining a midwifery practice or service using the birth center as a case study.
Prerequisite: **None**

NM602 Reproductive Anatomy and Physiology (2-0) [RETIRED]

Comment [19]: _Accepted suggestion_

Comment [20]: _Accepted suggestion_

Comment [21]: _Accepted suggestion_

Comment [22]: _Accepted suggestion_

This course provides a basis for midwifery and women's health care nurse practitioner practice by presenting information on reproductive physiology including female and male reproductive anatomy, reproduction, basic embryology and fetal development, maternal anatomical and physiological alterations associated with pregnancy, labor, and birth.
Prerequisite: **None**

NM609 Market Research (1-0) [RETIRED]
In this course the student investigates the readiness of consumers and providers in the community for nurse-midwives and birth centers by conducting market research.
Prerequisite: **NM601**

NM610 Community Assessment (1-0) [RETIRED]
This course is designed as a practicum in learning about your community. The course takes the student into the community to gather firsthand information on: **the legal base for practice and the operation of a birth center; general information on the community's population characteristics, economy, transportation and health indicators; availability and access to maternity care services and social support agencies.**
Prerequisite: **NM601**
Prerequisite or concurrent: **PC618**

NM617 Antepartum Care (4-0) [RETIRED]
This course is made up of a sequence of modules designed to provide the knowledge base for clinical midwifery management of the healthy pregnant woman. Content for this course covers the basics of prenatal care, and stresses the developmental changes that can be expected during the course of pregnancy. Promotion of optimal health and outcome by the provision of midwifery care is discussed. Prevention of problems through the promotion of healthy behaviors by the pregnant woman and her family is a key focus of the course. Emphasis is also on midwifery teaching and supportive care that enhances the normal processes of pregnancy and birth.
Prerequisite: **PC605 and NM602**
Prerequisite or concurrent: **PC612**

NM618 Intrapartum Care (4-0) [RETIRED]
This course is designed to assist the midwifery student in attaining the basic knowledge needed to provide care during an uncomplicated labor and birth. Emphasis is placed on comparing different management options through a review of literature in order to assist women in making informed choices and participating in decisions about their care during labor and birth.
Prerequisite: **PC605 and NM602**
Prerequisite or concurrent: **PC612**

NM619 Postpartum and Newborn Care (3-0) [RETIRED]
This course focuses on normal anatomical changes of the puerperium, including lactation, and the normal anatomical and physiologic changes of the fetus and newborn. It is designed to provide a foundation for the management of care of the basically normal postpartum woman and newborn. Content also includes breastfeeding, postpartum, and newborn teaching, as well as societal, and cultural issues surrounding the mother/infant dyad. Some controversies in newborn care will be covered.
Prerequisite: **PC605 and NM602**
Prerequisite or concurrent: **PC612**

NM621 Advanced Antepartum Care (3-0) [RETIRED]
This course is designed to provide knowledge needed to anticipate, identify, and manage antepartum complications and variations of normal, some of which will require the midwife to consult collaborate, or refer. Emphasis is placed upon the importance of timely diagnosis and appropriate collaborative management using evidence-based care practices. This course also provides the knowledge base needed to more fully address selected management issues that the midwife will take up with all clients such as prenatal genetic screening and diagnosis, and issues related to the extremes of childbearing age.
Prerequisite: **NM617**

This course is designed to provide knowledge needed to anticipate, identify, and manage intrapartum complications and variations of normal, many of which require the midwife to consult, collaborate, or

refer. Risk factors, current research, and management controversies related to complications and variations of normal, as well as immediate management steps for emergency conditions are covered. Prerequisite: NM618

NM623 Advanced Postpartum and Newborn Care (2-0) [RETIRED]
This course focuses on the theory and concepts of nurse-midwifery management in the care of postpartum women, newborns, and their families. Emphasis is placed on continuity of care for the family after birth. It includes postpartum and newborn complications.
Prerequisite: **NM619**

NM629 Skills for Nurse-Midwifery Care (1-0) [RETIRED]
This course provides the student with the opportunity to learn and practice intrapartum, postpartum, and newborn skills in an on-campus didactic classroom and clinical skills laboratory. The intrapartum content includes beginning suturing skills, hand maneuvers for normal birth and third stage, and management of selected intrapartum complications and variations of normal. Students will begin to develop their clinical assessment skills related to normal postpartum clients as well as clients experiencing selected postpartum complications. Assessment of the newborn, including complete physical examination, is presented and practiced.
Prerequisite: **all core courses, NM specialty courses and clinical site submission for credentialing**

NM630 Advanced Women's Health Care (1-0) [RETIRED]
This course focuses on caring for women with complex women's health and gynecological conditions. The emphasis is on recognition of signs and symptoms, initial evaluation and management, and appropriate collaborative management.
Prerequisite: **PC615**

In this course, the student will be immersed in health policy and finance by designing a birth center that meets the needs of the community and is integrated into the health care delivery system. The program of care will be delineated including plans for quality assurance. A budget will be calculated, and revenue projected. The viability of the birth center will be determine.
Prerequisite: NM609, NM610

This is the first of four clinical courses in which content learned in the foundational and management courses is applied. Students begin to apply the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors.
Prerequisite or Concurrent: **NM629**

NM642 Nurse-Midwifery Clinical II (0-3) [RETIRED]
This is the second of four clinical courses in which content learned in the foundational and management courses is applied. Students use sound rationale in applying the nurse-midwifery management process to the care women throughout the lifespan, including the childbearing cycle. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors.
Prerequisite or concurrent: **NM641**

NM643 Nurse-Midwifery Clinical III (0-3) [RETIRED]
This is the third of four clinical courses in which content learned in the foundational and management courses is applied. Students demonstrate sound judgment in applying the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle, with appropriate consultation, collaboration and referral as indicated by client needs. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors.
Prerequisite or concurrent: **NM642**

NM644 Nurse-Midwifery Clinical IV (0-6) [RETIRED]
This is the fourth and final clinical course in which content learned in the foundational and management courses is applied. The student is able to independently apply the nurse-midwifery management process to the care of women throughout the lifespan, including the childbearing cycle, and to appropriately handle emergency situations. Parameters for safe practice are integrated and practice scope is delineated for a safe and competent, beginning nurse-midwife. The American College of Nurse-Midwives Hallmarks of Midwifery guide the clinical experience. Students are guided in learning the art and science of midwifery by seasoned clinical preceptors.
Prerequisite or concurrent: **NM630, NM638, NM643**

NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0) [RETIRED]
This course explores the history of advanced practice registered nurse (APN) roles in the current socio-political environment, preparing students to serve in a leadership role to shape the delivery of effective health care. An overview of various communication methods, community assessment, and epidemiological principles is provided. Students will complete a local Community Assessment, including all aspects of the current healthcare delivery system.
Prerequisite: **None.**

NP611 Care of the Childbearing Woman (3-0) [RETIRED]
This course is made up of a sequence of modules designed to provide the knowledge base for beginning clinical nurse-practitioner management of the healthy pregnant and postpartum woman. Content for this course covers the basics of postpartum and prenatal care such as assessment of fetal wellbeing, nutrition in pregnancy, and the developmental changes that can be expected during the course of pregnancy. Promotion of optimal health and outcome by the provision of prenatal care is discussed. Prevention of problems through the promotion of healthy behaviors by the pregnant woman and her family is a key focus of the course. Emphasis is also on client teaching and supportive care that enhances the normal processes of pregnancy and birth, management of the postpartum period, and support of breastfeeding.
Prerequisite: **PC605**
Prerequisite or concurrent: **PC606 and PC612**

NP614 Primary Health Care II: Chronic Problems (3-0) [RETIRED]
This course is the second of five courses in Primary Care that uses simulated data to focus on assessment, differential diagnosis, pharmacologic and non-pharmacologic management of clients with chronic pathology. Clinical research and standards of care provide evidenced-based rationales for clinical decision-making.
Prerequisite: **PC605, PC612, PC617, and PC618**

NP615 Primary Health Care III: Advanced Diagnostics and Urgent Care (2-0) [RETIRED]
This course refines critical thinking and diagnostic reasoning skills and provides students with an opportunity to demonstrate cognitive, affective and psychomotor skills necessary for accurate diagnosis of health status. Urgent treatment for common emergencies, their differential diagnoses, and primary care management are also covered in this course.
Prerequisite: **PC612 and PC617**

NP619 Primary Care of Children (3-0) [RETIRED]
This course focuses on surveillance and management of common developmental problems in children from infancy through adolescence. Strategies for health maintenance, anticipatory guidance, and management of common acute and chronic pediatric health problems are emphasized. Family dynamics and structure are discussed in this course.
Prerequisite: **PC605, PC606, and PC612**

NP621 Primary Health Care IV: Psychosocial Problems in Primary Care (1-0) [RETIRED]
This course is designed to introduce the nurse practitioner student to the spectrum of behavioral and mental disorders commonly encountered in the primary care setting. Focus is placed on psychiatric evaluation, screening, and counseling techniques that facilitate diagnosis and early intervention for individuals with psychological disorders. Clinical research and standards of care provide evidence-based rationales for clinical decision-making.
Prerequisite: **PC605, PC606, and PC612.**

NP629 Advanced Skills for Primary Care (1-0) [RETIRED]

This course provides the student with the opportunity to learn and practice skills for advanced diagnosis, management of common emergencies, and newborn assessment in an on-campus didactic classroom and clinical laboratory. Content and skills include suturing, radiology, and pediatric exams. Students will participate in clinical simulations of orthopedic, cardiac, respiratory and emergency care. Primary care skills will be furthered by clinic and hospital clinical observational experiences.

Prerequisite: **NP614, NP615**

Prerequisite or concurrent: **all core courses are prerequisite (with the exclusion that NP621 and NP619 may be taken concurrent) plus clinical site submission for credentialing**

This integration course in the Primary Health Care series assists the learner to apply critical thinking to the management of complex health problems. Complex health problems are those that involve multiple or severe physical, social, or psychological problems. The case study development requires the learner to consider family, developmental, and social theories as well as the principles of assessment, physical diagnosis, management, and evaluation.

Prerequisite: NP641 and NP642

NP636 Health Care Finance (1-0) [RETIRED]

This course focuses on issues that are relevant to advance practice registered nurses (APRNs) and related to professional roles, responsibilities and building a practice. The course is designed to build upon the student's current knowledge of primary care practice settings. Covered content will include developing a business plan (including marketing strategies) for a future practice, which may prompt the student to open his or her own health care practice. Students will also provide grant proposal information to begin the entrepreneur funding process and create an effective resume.

Prerequisite or concurrent: **PC628 and NP/WH629**

This course focuses on issues that are relevant to advance practice registered nurses (APRNs) related to professional roles and responsibilities. The course is designed to build upon the student's current knowledge of professional practice as it pertains to health policy and primary care practice settings. Content covered will include developing a political fact sheet, a peer chart review and a professional resume.

Prerequisite or concurrent: PC628, NP/ WH629, and NP/WH641

This is the first of four clinical courses for the FNP student which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at a beginning level and will start to apply the management process to plan the primary care for individuals across the lifespan while utilizing evidence-based practice guidelines.

Prerequisite: **PC628, NP629**

NP642 Family Nurse Practitioner Clinical II (0-3) [RETIRED]

This is the second of four clinical courses for the FNP student which provides the opportunity to practice health assessment skills, critical thinking/diagnostic reasoning, and clinical management/counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced beginning level and will apply the management process to plan primary care for individuals across the lifespan while interpreting evidence-based practice guidelines.

Prerequisite or concurrent: **NP641**

NP643 Family Nurse Practitioner Clinical III (0-3) [RETIRED]

This is the third of four clinical courses for the FNP student which provides the opportunity to practice advanced health assessment skills, critical thinking/diagnostic reasoning, and clinical management/ counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an intermediate level and will apply and begin to analyze the management process to provide primary care for

individuals across the lifespan while appraising evidence-based practice guidelines. The student will begin to manage individuals with more complex needs.
Prerequisite or concurrent: **NP642**

NP644 Family Nurse Practitioner Clinical IV (0-6) [RETIRED]
This is the fourth and final clinical course for the FNP student which provides the opportunities to advance health assessment skills, critical thinking/diagnostic reasoning, and clinical management/counseling strategies across the lifespan under the supervision of a nationally certified health care provider preceptor. The student is at an advanced level and will apply, analyze, and synthesize the management process evaluating evidence-based practice guidelines. The student will manage individuals with more complex needs and co-morbidities.
Prerequisite or concurrent: **NP635, NP636, NP637, NP643**

PC600 Health Promotion and Disease Prevention (2-0) [RETIRED]
This course presents theory, strategies, and guidelines necessary for the promotion of personal, client, and community health. Students explore strategies to incorporate disease prevention and health promotion into daily routines. Students consider cultural humility and communication and the therapeutic relationship in clinical settings. Students apply health behavior theory to assess supports and barriers to healthy outcomes in their clients. Students find evidence for and apply screening guidelines across the lifespan. Students identify programs and policies that promote health on a community level. Throughout the course, ethics, theory, client centered practice, and evidence inform the presentations.
Prerequisite: **Licensure as a registered nurse**
Prerequisite or concurrent: **N409 for Bridge students**

PC604 Pathophysiology for Primary Care (3-0) [RETIRED]
Pathophysiology for Primary Care provides the student advanced practice nurse with a scientific basis for practice. This course presents an integrated approach to Pathophysiology that demonstrates the interdependency of body systems and the effects of key pathophysiologic processes. Clinical content is included as an application of Pathophysiology and will assist the student to understand the disease processes and cultural/ethnic variables.
Prerequisite: **None**

PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0) [RETIRED]
This course uses the nurse-midwife/nurse practitioner management process as a framework for developing critical thinking and diagnostic reasoning skills needed for caring for the primary care patient. Focus includes: **recognition of symptom patterns; selection and interpretations of common screening and diagnostic laboratory tests; communication of information using SOAP format; consideration of the patient as partner in the diagnostic process.**
Prerequisite: **None**
Prerequisite or concurrent: **PC604**

PC606 Theories and Concepts of Advanced Primary Care Nursing (3-0) [RETIRED]
This course provides the theoretical and conceptual framework for advanced nursing practice in primary care and focuses on the relationship of theory and knowledge development in nursing to research and practice. Emphasis is placed on the theories and concepts commonly used by nurse midwives and nurse practitioners in primary care. The contemporary meaning of praxis and its relation to nursing and development of nursing knowledge is introduced.
Prerequisite: **Statistics course within the last ten years**

PC612 Pharmacology for Advanced Practice (3-0) [RETIRED]
Principles of pharmacodynamics and pharmacokinetics across the lifespan serve as the foundation for this comprehensive course in pharmacology for prescribers. Emphasis is placed on understanding the physiological action of drugs, expected client responses, and major side effects. Issues related to evidence-based pharmacologic practice and legal aspects of prescribing are examined.
Prerequisite: **PC605.**
Prerequisite or concurrent: **PC618.**

PC615 Women's Health Care (3-0) [RETIRED]

This course encompasses promotion and maintenance of gynecologic health, as well as the assessment, diagnosis, and management of common gynecologic conditions across the lifespan. Clinical considerations specific to the different physical and psychosocial life stages of women are presented. Emphasis is placed upon the importance of providing evidence-based gynecologic care. The influence of the interrelationship of gender, social class, culture, ethnicity, sexual orientation, economic status, and socio-political power differentials upon women's health care is also discussed.

Prerequisite: **PC605**
Prerequisite or concurrent: **PC606 and PC612**

PC617 Primary Health Care I: Acute and Common Problems (3-0) [RETIRED]

The focus of this course is the refinement of diagnostic reasoning strategies needed for primary care management of adults with commonly occurring health problems. Definitions of primary care and the diagnostic reasoning process will be presented. Principles of teaching/learning, family assessment, cost analysis and cultural beliefs are integrated in the development of evidence-based management plans for those common and acute illnesses most likely to be encountered in the primary care setting. Clinical research and standards of care provide evidence-based rationales for clinical decision-making.

Prerequisite: **PC605.**
Prerequisite or concurrent: **PC612.**

PC618 Research (3-0) [RETIRED]

The research course focuses on the analysis and critical evaluation of research methodology appropriate to nursing practice. Emphasis will be on use of research in one's practice as a consumer, participant and originator of clinical research.

Prerequisite: **PC606 and a statistics course within the last ten years.**

PC628 Skills for Primary Care (1-0) [RETIRED]

This course provides the student with the opportunity to learn and practice health assessment, women's health, and antepartum hands-on skills in an on-campus didactic classroom and clinical laboratory. Students also participate in role plays and clinical scenarios in preparation for interaction with clients during the clinical practicum.

Prerequisite or concurrent: **all core courses are prerequisite (with the exclusion that NP621 and NP619 may be taken concurrent for FNP students), plus clinical site submission for credentialing**

WH629 Skills for Women's Health Care (1-0) [RETIRED]

This course provides the student with the opportunity to learn and practice women's health care skills in an on-campus didactic classroom and clinical laboratory. Students will begin to develop their assessment and management skills related to normal postpartum clients as well as clients experiencing selected postpartum complications. Women's health care skills will be furthered by clinical observation of nurse practitioners and nurse-midwives providing gynecologic, obstetric and primary care.

Prerequisite: **all core courses, applicable specialty courses and clinical site submission for credentialing**

WH634 Care of the Childbearing Woman II (3-0) [RETIRED]

This course builds on the antepartum and postpartum material learned in previous courses and is designed to further the knowledge base for nurse practitioner care of women throughout the childbearing cycle. Critical thinking, clinical management, and education strategies are emphasized.

Prerequisite or concurrent: **NP611**

WH641 Women's Health Clinical I (0-3) [RETIRED]

This is the first of four clinical courses in which content learned in the foundational and management courses is applied. Students use a holistic approach in beginning to apply the management process to the gynecologic, obstetric, and primary care of women throughout the lifespan. Students are guided in learning by seasoned clinical preceptors.

Prerequisite or concurrent: **PC628, WH629, NM630**

WH642 Women's Health Clinical II (0-3) [RETIRED]

This is the second of four clinical courses in which content learned in the foundational and management courses is applied. Students develop skill in using sound rationale in applying the management process to the gynecologic, obstetric, and primary care of women throughout the lifespan. Students are guided in learning by seasoned clinical preceptors.
Prerequisite or concurrent: **WH641**

WH643 Women's Health Clinical III (0-3) [RETIRED]

This is the third of four clinical courses in which content learned in the foundational and management courses is applied. Students demonstrate sound judgment in applying the management process to the gynecologic, obstetric, and primary care of women throughout the lifespan with appropriate consultation, collaboration and referral as indicated by client needs. Students are guided in learning by seasoned clinical preceptors.
Prerequisite or concurrent: **WH642**

WH644 Women's Health Clinical IV (0-6) [RETIRED]

This is the fourth and final clinical course in which content learned in the foundational and management courses is applied. The student is able to independently apply the management process to the gynecologic, obstetric, and primary care of women throughout the lifespan, and to appropriately handle emergency situations. Parameters for safe practice are integrated and practice scope is delineated for a safe and competent, beginning nurse practitioner. Students are guided in learning by seasoned clinical preceptors.
Prerequisite or concurrent: **NM630, NP636, NP637, WH634, WH643**

FNU Frequently Used Acronyms
ACEN Accreditation Commission for Education in Nursing (formerly NLNAC, National League for Nursing Accrediting Commission) a national accrediting body for all types of nursing education programs, FNU is accredited by ACEN
AANP American Academy of Nurse Practitioners: national professional organization for nurse practitioners, AANP has a certification program for family nurse practitioners
ACNM American College of Nurse-Midwives: national professional organization for nurse-midwives
ACME Accreditation Commission for Midwifery Education (formerly ACNM Division of Accreditation): plans, implements and evaluates the accreditation process of nurse-midwifery and midwifery education programs and freestanding institutions of higher education that offer nurse-midwifery/midwifery education programs.
ACNP American College of Nurse Practitioners: national professional organization for nurse practitioners
ADN Associate Degree in Nursing
AH Academic Hiatus
AMCB American Midwifery Certification Board: the national certifying body for nurse-midwives
ANCC American Nurses Credentialing Center: national nursing credentialing organization that offers family nurse practitioner certification
BT Banyan Tree: FNU's private communication portal
CCNE Commission on Collegiate Nursing Education: a national accrediting agency for nursing education programs
CFNP Community-based Family Nurse Practitioner Education Program: the FNU family nurse practitioner specialty track
CNEP Community-based Nurse-midwifery Education Program: the FNU nurse-midwifery specialty track
CNM Certified Nurse-Midwife
CWHCNP Community-based Women's Health Care Education Program: the FNU women's health care specialty track
DAT Developmental Assessment Tool: evaluation method used during the Clinical Practicum, both daily (DDATs) and monthly (MDATs)
DNP Doctor of Nursing Practice
FNP Family Nursing Practitioner
FNS Frontier Nursing Service: healthcare system that combines education and service through a hospital, home health agency, rural healthcare clinics, and the FNU

FNU Frontier Nursing University
FPBSON/CWRU Frances Payne Bolton School of Nursing/Case Western Reserve University: FNU formerly held a longstanding affiliation with FPBSON/CWRU
FSMFN Frontier School of Midwifery and Family Nursing
FFN Frontier Nursing University
IT Staff Information Technology Staff
LMS Learning Management System
MSN Master of Science in Nursing
MSN + Companion DNP New Program available to students enrolling after January 1, 2014
NCC National Certification Corporation: national nursing credentialing organization that offers women's health care nurse practitioner certification
PM-DNP Post-Master's Doctor of Nursing Practice
PMC Post-Master's Certificate
PMC + Companion DNP New program available to students enrolling after Januar 1, 2014
RCF Regional Clinical Faculty
SACSCOC Southern Association of Colleges and Schools Commission on Colleges : the regional accrediting body in the eleven U.S. Southern states, FNU is accredited by SACSCOC
SYSOP Systems operator: the person who administrates the Banyan Tree portal and has complete access to all of the system
WHCNP Women's Health Care Nurse Practitioner